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ABSTRACT

As part of the National Assessment of Educational Progress in reading, this volume reports the results of the study concerned with critical reading--that part of reading behavior which requires analysis and reasoning. Results of the reading exercises are reported for four age levels (9, 13, 17, and young adult, 26-35), four regions of the country (northeast, southeast, central, and west), four levels of parental education (no high school, some high school, graduated from high school, and post high school), seven sizes and types of community for ages 9 and 13 and in-school age 17, and four sizes of community for young adults. In addition, a chapter is given to a summary of the total results. (Sample exercises and some charts do not reproduce well due to type size.) (HOD)

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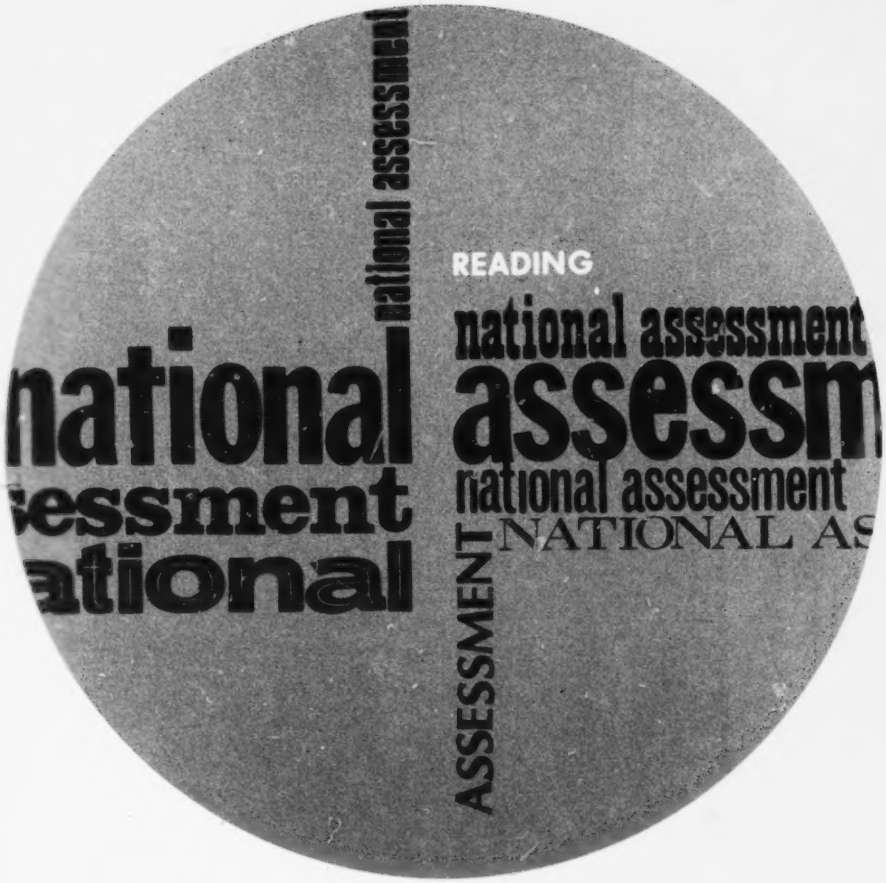

REPORT 02-R-08

CRITICAL READING

1970-71 Assessment

CS000613

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
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CRITICAL READING

Theme 8, Reading

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INTRODUCTION TO THE THEMES

The results for the Year 02 assessment (Reading and Literature) are the first to be reported by theme. Conceptually, a theme defines a set of existing and potential exercises that relate to each other in content or some central idea that is meaningful to the subject area of concern. This format allows presenting all relevant results for each theme in a single report. The eight Reading themes are described briefly at the end of this introduction.

In its broadest sense, "reading" can mean such diverse things as a fortune teller's "reading" tea leaves, one person "reading" another's facial expression and so on. National Assessment is concerned with "reading" in a narrower sense--those "reading skills" usually taught in the schools--and the percentages of individuals who have attained those skills.

In everyday life, people encounter such diverse types of reading materials as books, newspapers, reference works, directions, sundry graphic materials and others. Many of these materials can be read "on the surface" or "in depth." A person may simply glean isolated facts from reading materials; or he may relate these facts to recognize the central idea the facts support, draw complex inferences from the facts or criticize the content. In his essay, "Of Studies," Francis Bacon said,

> Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read but not curiously; and some few to be read wholly, and with diligence and attention. . . Reading maketh a full man; . . .therefore, . . .if [a man] read little, he had need have much cunning, to seem to know that he doth not.

Some types of reading materials, therefore, neither require nor merit a deep, penetrating study that involves high level behaviors. Extrapolating from the Bacon quotation, we might say that a "good" reader can, first of all, discriminate between those materials that are best read shallowly and those that require a reading in depth. Then when he finds a work that needs to be "chewed and digested," he is able to do so effectively. A "poor" reader, on the other hand, can <u>at best</u> cope with the

"shallower" types of reading materials and can only muddle on the surface of more profound works.

The Reading themes represent both a variety of reading materials and a variety of behaviors these materials require. They were developed by members of the National Assessment staff and reading specialists to cluster the Reading exercises into reporting categories that are meaningful to lay persons, scholars and educators who are concerned with the reading skills of various groups of young Americans.[1]

The themes are numbered--the lower numbers designating skills that are usually identified with early reading and the higher numbers designating high order skills. Successful performance on exercises in the higher numbered themes requires some of the abilities measured in the lower numbered themes in addition to the higher order skill. This increasing complexity is apparent in the brief descriptions (below) of the Reading themes. A more detailed description of each theme appears in Chapter 1 of the respective theme report.

Theme 1: Understand Words and Word Relationships

Since most reading materials contain words, any cognitive behavior toward them requires at a minimum that the reader be able to understand the meanings of words and how words relate to form a meaningful whole. Exercises in this theme are of three types. One type requires the individual to give the meaning of a word occurring in isolation; another type requires the individual to derive the meaning of a word from its contextual use; and a third type requires the individual to recognize when sets of words relate to form a meaningful whole.

* * * * * * * * *

A person must be able to do more than merely recognize words and word relationships. In order to function adequately in everyday life, he must also be able to glean important facts from many types of materials. Themes 2-5 are all concerned with a person's ability to identify and extract significant factual information, but they differ in the method used to present the factual information.

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[1]See Chapter 3, General Information Yearbook (Report 02-GIY).

Theme 2: Graphic Materials

Subtheme A: Interpret drawings and pictures
Subtheme B: Read signs and labels
Subtheme C: Read charts, maps and graphs
Subtheme D: Read forms

Theme 2 is characterized by materials using a variety of formats other than line-by-line narrative to convey their messages. Graphic materials can be used alone in lieu of line-by-line narrative or can be used in conjunction with line-by-line narrative to clarify or augment its meaning.

Theme 3: Written Directions

Subtheme A: Understand written directions
Subtheme B: Carry out written directions

Directions are information-imparting materials that tell how to do something. The subtheme understand written directions requires only that an individual indicate that he could perform what the directions state, given the opportunity. The subtheme carry out written directions requires the individual to actually perform what the directions state under circumstances that imply understanding as a prerequisite for adequate performance.

Theme 4: Reference Materials

Subtheme A: Know appropriate reference sources
Subtheme B: Use reference materials effectively

In order to utilize information from reference materials, an individual must first know which type of reference to consult for a specific kind of information. This is the requirement of the subtheme know appropriate reference sources. Once the appropriate source is located, an individual must be able to extract the desired information, that is, use reference materials effectively. In all but one exercise--which incorporated a real dictionary--in the latter subtheme, facsimiles of reference materials were used.

Theme 5: Gleaning Significant Facts From Passages

This theme requires the most concrete level of behavior toward line-by-line narrative. Some exercises require the individual to extract certain facts while the passage is still available to him for reference. Other exercises require the

individual to recall certain facts when the passage is no longer available. Still other exercises require the individual to discern ways in which certain facts relate to each other. While all three types of exercises are concerned with facts, they require increasingly high levels of behavior.

* * * * * * * * *

Only if a person can successfully glean important facts from the types of materials in Themes 2-5 is he able to function adequately in everyday life. A good reader, however, goes beyond just gleaning facts from materials. He is able to engage in higher levels of behavior toward the materials. These higher level behaviors are the topics of Themes 6-8. Most of the exercises involve line-by-line narrative, but some represent materials like those in Themes 2-4.

Theme 6: Main Ideas and Organization

Identifying the main idea of a passage or discovering its organization requires a higher level of comprehension than merely gleaning the important facts. Some exercises require the individual to identify the main idea being expressed in a passage either by suggesting an appropriate title or by identifying the point the author is attempting to make. Other exercises require the individual to identify the mode in which the author organizes the facts.

Theme 7: Drawing Inferences

Drawing inferences requires that an individual derive a conclusion not explicitly stated in the passage but which logically might be expected on the basis of the organization of the passage and the information it contains. For some exercises, the individual needs only the information in the passage to derive a conclusion; for others, however, he must also have some additional information based upon his prior experience.

Theme 8: Critical Reading

Critical reading requires from an individual the highest level of behavior--analysis and reasoning. In addition, it requires a reaction to or an opinion about the passage. Critical reading represents a deep interaction between author and reader that can lead to an understanding that is greater than the contribution of either.

METHODS OF DESCRIBING THE DATA

In order that the reader of this and other National Assessment reports be able to obtain the fullest benefit and meaning of the data we describe, we recommend that the reader consult the General Information Yearbook (Report 02-GIY). This Yearbook discloses the origin, purposes and goals of the National Assessment project and the philosophy of assessment as contrasted to standardized testing. The Yearbook also presents the operational procedures and methods we use to obtain, score, analyze and describe our data. We believe that this information is essential for the reader to obtain a full understanding of National Assessment data.

Describing the Data

We report results for four age levels (9, 13, 17 and young adult, 26-35). Within each age level across the nation as a whole (national level), we give results for four regions of the country (Northeast, Southeast, Central and West); two sexes (male and female); two colors (Black and White); four levels of parental education (no high school, some high school, graduated from high school and post high school); and seven sizes and types of community for ages 9 and 13 and in-school age 17 (extreme inner city, extreme rural, small city, medium city, rest of big city, suburban fringe and extreme affluent suburb). Type of community information was not available for individuals in the out-of-school assessment (young adults and some 17-year-olds). For this reason, we report for young adults, only the results for four sizes of community (big city, small place, medium city and urban fringe). The size and type of community data reported for 17-year-olds applies only to those enrolled in school at the time of assessment.[1]

Most exercises have answers that can be scored "correct" or "incorrect." Many others, however, while having answers that cannot be scored "correct" or "incorrect," have some best answer or most desirable answer. We use the term--percentage of success --to describe the proportion of individuals who gave the correct, best or most desirable answer to an exercise. We express a

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[1]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of these age levels and groups.

percentage of success for the nation as a whole (entire age level) and for each of these groups on each exercise.

We then determine the difference between the percentage of success for each group and the percentage of success for the nation as a whole, and the number we obtain is called an effect. An effect is expressed as the percentage of success for a group minus the percentage of success for the nation as a whole. For example:

Northeast % of Success	-	National % of Success	=	Northeast Effect

A positive (greater than zero) effect means that a larger percentage of individuals in a group gave an acceptable answer to an exercise than did so in the nation as a whole. For example, if 74% of 13-year-olds in the Northeast gave an acceptable answer, but only 68% of the 13-year-olds in the nation as a whole gave an acceptable answer, the Northeast effect for 13-year-olds would be

Northeast % of Success	-	National % of Success	=	Northeast Effect
74%	-	68%	=	6%

A negative (less than zero) effect means that a smaller percentage of individuals in a group gave an acceptable answer to an exercise than did so in the nation as a whole. For example, if 52% of 9-year-olds in the West gave an acceptable answer but 60% of 9-year-olds in the nation as a whole gave an acceptable answer, the West effect for 9-year-olds would be

West % of Success	-	National % of Success	=	West Effect
52%	-	60%	=	-8%

Limitations of the Data

The National Assessment of Educational Progress was created to provide data regarding the educational achievements of various groups of young Americans in 10 subject areas.[2] Within the

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[2]Art, Career and Occupational Development, Citizenship, Literature, Mathematics, Music, Reading, Science, Social Studies and Writing.

limits of error due to measurement[3] and sampling error,[4] the data presented in National Assessment reports accurately describe the educational achievements of these groups as they exist in the real world. These data portray the problems facing education--improving the educational achievements of various groups of students.

Although we refer to the observed difference between an achievement for a group and that for the nation as a whole as a group effect, we do not imply a cause-effect relationship between membership in a group and that group's level of achievement. Our use of the term effect derives solely from a statistical usage. National Assessment is not intended to provide reasons for differences if they exist. Many factors can and frequently do affect the educational achievements of members of various groups. Consider, for example, a hypothetical group whose achievement is well above the national level. Most members of the group may attend schools that have excellent physical facilities and high quality faculties, belong to high social-economic families, have many reading materials available in the home, be encouraged by their parents and so on. All these factors--and others--could contribute to the group's high level of achievement while membership in the group itself may contribute very little or nothing. We simply cannot assess some of these contributing factors directly. Some of these factors are points of sensitivity to various groups. The information necessary to assess certain factors is often not obtainable (for example, younger children may not know the information). Other factors may not yet have been identified. The factors we assess "stand in" for many other factors that can and do influence educational achievement and, therefore, reflect different levels of achievement among groups.

The name of a group is merely a categorical label. Therefore, the characteristic(s) indicated by a group's name must not

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[3]Measurement error stems from three basic sources: (1) the measuring instrument; for example, instructions may be misleading or questions may be vaguely phrased or contain a tipoff to the correct answer; (2) the examinee; for example, may be emotionally upset, physically ill or handicapped or lack motivation; and (3) the measurement situation; for example, temperature and lighting conditions, noise level, pleasantness of surroundings and the test administrator.

[4]When data are obtained from samples of entire populations, it is improbable that the numbers we obtain are exactly the same as we would have obtained from the entire population. See the General Information Yearbook, Chapter 10 and Appendix C (Report 02-GIY) for a discussion of sampling error and standard error.

be construed as necessarily being the cause or even as being a cause for the high or low achievement of that group compared to the national level. Often, a disproportionately large percentage of members of a group of interest are also members of particular groups defined by other factors, all these factors may contribute to the group's high (or low) level of achievement.

The aim of National Assessment is to describe the educational achievements of entire groups, that is, populations. While we do not obtain data from all members of any group, we obtain data from carefully selected representative samples. Even data obtained in this way, however, are subject to error. Because of this error, the group effects we observe in the sample data will not be exactly the same as they would be if we were to assess all members of the group. We use statistical procedures to determine the probable extent of this sampling error.

Our major concern is with the direction of population effects. When we look at each sample effect, therefore, we need to ask, "Is this sample effect large enough that we can be reasonably certain that the direction of the population effect is the same as that of the sample effect?" When the size of a sample effect is at least two times as large as its standard error, the probability is at most 5% that an effect this large or larger would be obtained from a sample if no real population effect in that direction existed. We call such effects reliable and indicate them on exhibits with asterisks (*) to show that the indicated direction is reasonably certain for the population effect.

Reasonable certainty of direction is often not the same as a sample effects' being large enough for the corresponding population effect to be of practical importance. This must be judged by the user. In making such judgments about sample effects, however, the user must pay attention to their reliability. If a sample effect is not reliable--if we cannot be reasonably certain that it has the same direction as the corresponding population effect, we cannot place much weight on its size even if we would judge its size and direction quite important knowing this value to be the population effect.

Summarizing the Data

In summarizing the data for a group, we talk of the group's overall behavior and certain specific behaviors. An overall behavior is represented numerically by the group's median effect and reflects its relative performance as a whole on a theme. A specific behavior is represented numerically by a group's effect on a given exercise (or part of an exercise) and reflects its relative performance only on that exercise (or part). Summary

Summary statements about a group's overall behavior are derived from the group's specific effects on the individual exercises in a theme; however, it is often the case that such general statements about overall behavior do not adequately describe some of the specific effects. Therefore, caution must be exercised when applying summary statements to individual exercises. Summary statements describe a group's overall behavior on a set of exercises, that is, the behavior we would expect from the group based on the data at hand. In addition to describing each group's overall behavior, we also indicate those exercises on which each group behaved differently than we would expect relative to its own overall or median level.[5]

In summarizing the data for a theme, we would like to make a single statement that describes each group's overall behavior relative to the national level. One suitable number that describes such overall behavior is the group's median effect. It tells where the center of the distribution of a group's effects is located, that is, half the effects are above and half below the median value. However, it could be misleading to say that a group's overall behavior is above or below the national level simply because its median effect is above or below the national level. A group whose median effect is close to the national level (for example, 0.2) probably behaved more like than very different from the national level on the given set of exercises (theme).

We stated above that we could place little weight on unreliable effects. However, if a large enough proportion of a group's effects--even if none are reliable--occur either above or below the national level, we have an indication that the group's overall behavior tends to be above or below the national level. If, in addition to having a large proportion of its effects occurring in one direction, a group has many reliable effects, we have an indication that the group's overall behavior differs more strongly from the national level. We have adopted the following rules to describe when a group's overall behavior (1) tends to be about the same as the national level, (2) tends to be different (differs weakly) from the national level or (3) is characteristically different (differs strongly) from the national level.

1. A group's overall behavior on a theme tends to be about the same as the national level if fewer than

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[5]A median is the point in an ordered set of values below which 50% of the values occur. For a more complete description of the median, see the General Information Yearbook, Appendix E (Report 02-GIY).

75% of its effects occur either above or below the national level. In other words, if a group's upper quartile[6] effect is positive (greater than zero) and the lower quartile[6] effect is negative (less than zero), the group's overall behavior tends to be about the same as the national level.

2a. A group's overall behavior on a theme tends to be above the national level if at least 75% of its effects are positive. In other words, if a group's lower quartile effect is positive, the group's overall behavior tends to be above the national level.

2b. A group's overall behavior on a theme tends to be below the national level if at least 75% of its effects are negative. In other words, if a group's upper quartile effect is negative, the group's overall behavior tends to be below the national level.

3a. A group's overall behavior on a theme is characteristically above the national level if at least 75% of its effects are positive and if more than 50% of its effects are reliably greater than zero.

3b. A group's overall behavior on a theme is characteristically below the national level if at least 75% of its effects are negative and if more than 50% of its effects are reliably less than zero.

Both directional tendencies and directional characteristics provide a means of comparing each group's overall behavior with the national level. They do not tell us, however, on which exercises a group behaves quite differently than we would expect on the basis of its overall behavior.

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[6]The lower quartile is the point in an ordered set of values below which 25% of the values occur. The upper quartile is the point in an ordered set of values below which 75% of the values occur. For a more complete description of the quartiles, see the General Information Yearbook, Appendix E (Report 02-GIY).

Atypical Group Behaviors

In addition to describing each group's overall behavior relative to the national level, we describe each group's specific behaviors relative to its own overall level of behavior. As we stated earlier, a suitable number that describes a group's overall behavior is its median effect. Note on Exhibit M-1 how a group's effects distribute around the median point. An arrow (→) indicates the location of the median point of each distribution. For many groups, some effects stand notably apart from most of those in the distribution. We can think of these outstanding effects as representing a group's atypical behaviors, that is, the group's specific effects that differ markedly from its overall behavior (or median level). We have adopted the following rule to identify those exercises on which a group exhibits atypical behavior.

If an effect for a given exercise departs from the median effect by an amount at least two and one half times as large as the pooled standard error[7] of all the group's effects for a given set of exercises (theme), the group's behavior on that exercise is atypical. Again, look at the example exhibit (M-1). The zero line (Ø) represents the national level of behavior. An effect is represented by a box with an X (☒) unless it is atypical. An atypical effect is represented by an open box (☐).

If a group's overall behavior has no directional tendency, that is, if it tends to be about the same as the national level, it suffices to say that an atypical behavior is high or low for that group. See, for example, the distribution of effects for the small city group (SC) on Exhibit M-1.

On the other hand, if a group's overall behavior has either a directional tendency or a directional characteristic above the national level, or if a group's overall behavior has either a directional tendency or a directional characteristic below the national level; it is not sufficient to say that a group's atypical behavior is simply high or low. Consider, for example, the distributions for two groups from Exhibit M-1. The overall behavior for the no high school (NHS) parental education group is characteristically below the national level, and the overall behavior for the post high school (PHS) group is characteristically

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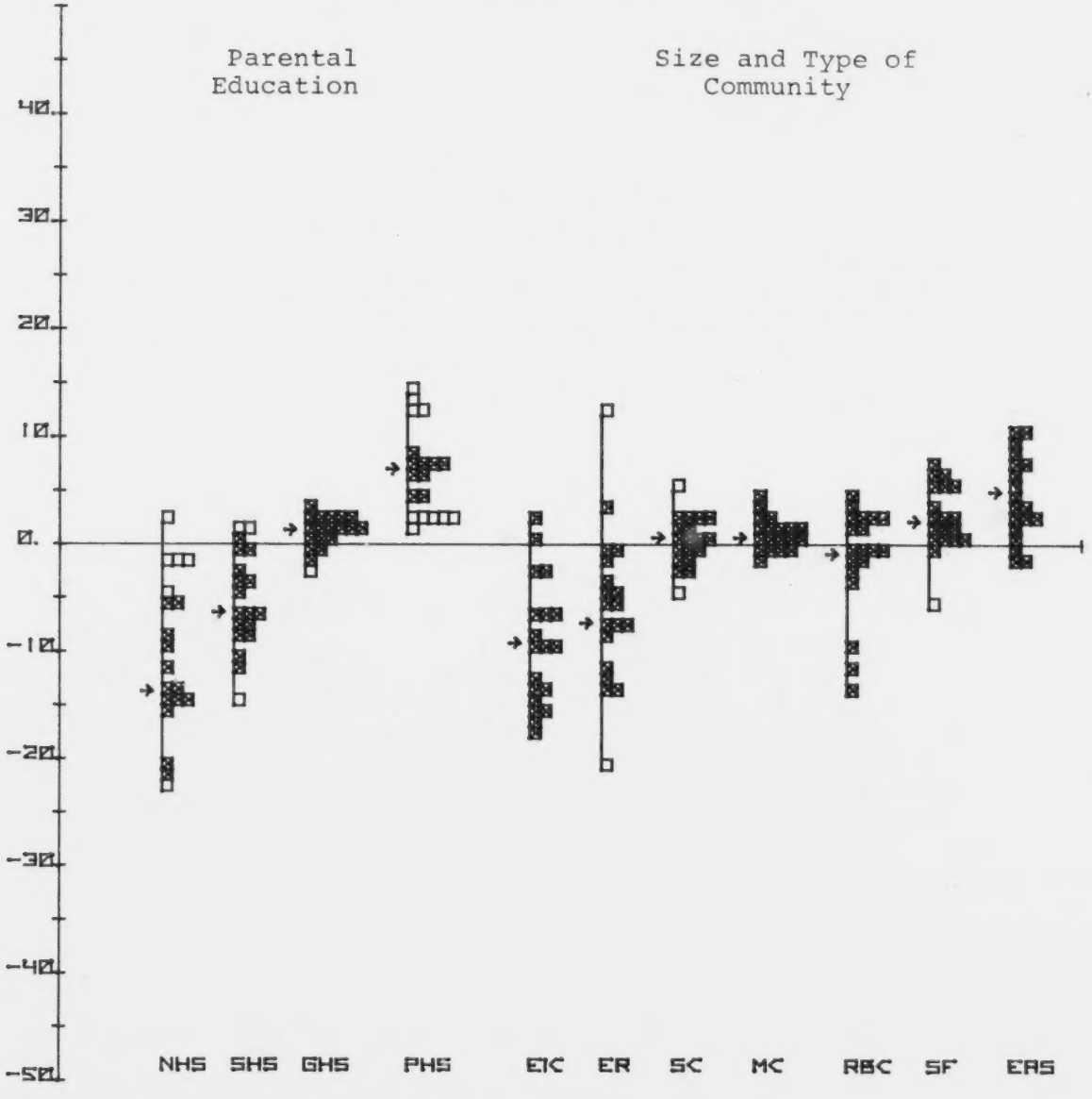
[7]Chapter 10 and Appendix C of the General Information Yearbook (Report 02-GIY) discuss the meaning and use of the standard error. Appendix C gives the formula for the pooled standard error we use.

Exhibit M-1

Example Distributions of Effects



	NHS	SHS	GHS	PHS	EIC	ER	SC	MC	RBC	SF	ERS
Median Effect	-13.7		1.3		-9.2		0.6		-0.9		4.9
		-6.3		7.0		-7.3		0.6		2.2	

KEYS:

Region

SE Southeast
W West
C Central
NE Northeast

Sex

M Male
F Female

Color

B Black
W White

Parental Education

NHS No High School
SHS Some High School
GHS Graduated from High School
PHS Post High School

Size and Type of Community (STOC)

EIC Extreme Inner City
ER Extreme Rural
SC Small City
MC Medium City
RBC Rest of Big City
SF Suburban Fringe
EAS Extreme Affluent Suburb

Size of Community (SOC)

BC Big City
SP Smaller Places
MC Medium City
UF Urban Fringe

above the national level. The atypically low behaviors of the NHS group are even farther from the national level than its own median level while the atypically low behaviors of the PHS group would be closer to the national level than its own median level. Conversely, the atypically high behaviors of the PHS group are even further from the national level than its own median level while the atypically high behaviors of the NHS group are closer to the national level than its own median level.

It seems logical that we consider together (1) those atypical behaviors that are farther from the national level than a group's own median level and (2) those atypical behaviors that are closer to[8] the national level than a group's own median level.

In summary, in the age level chapters (3, 4, 5 and 6), we give particular attention to those exercises on which each group had atypical behaviors. If a group's overall behavior has no directional tendency, we describe the group's overall behaviors as being either high or low. If a group's overall behavior has a directional tendency or a directional characteristic, we describe the group's atypical behaviors as farther from or closer to the national level than the group's own median level.

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[8]An atypical effect (or behavior) described as closer to the national level most often is less extreme in the same direction as a group's tendency or characteristic. It sometimes happens, however, that a "closer to" atypical behavior occurs in the opposite direction from the national level as the group's median level. We use the single term, closer to, to describe all atypical behaviors that depart from a group's median level in the direction of the national level.

CHAPTER 1

THEME 8: CRITICAL READING

Once a reader is able to relate the significant facts in a passage to each other and thereby identify the author's main idea and organizational mode,(Theme 6) and is able to draw inference from the author's message (Theme 7), he has become involved in a complex reader-author interaction. He has moved a long way toward the ultimate goals of reading: understanding exactly what the author has said and responding meaningfully to the author's message. The final step toward achieving these goals is embodied in critical reading. In addition to having the skills required for success on the first seven themes, a good reader must be able to use his own thoughts and experiences to analyze, criticize, evaluate, and then accept, modify or reject what the author has said.

In reading critically, a reader must understand the various literary devices used by the author to enhance his message and how effective these devices were. He must recognize how the mood and tone help to carry the author's message. He must be able to determine whether an author is stating a fact or expressing an opinion, and he must recognize the author's purpose in writing the passage.

Reading is not an all or nothing activity. Rather it is a series of progressively complex activities involving a variety of materials. At each step, the reader becomes ever more deeply involved in a reader-author relationship and a fulfilling reading experience.

CHAPTER 2

SUMMARY OF RESULTS

In summarizing the data for Theme 8: Critical Reading, we present the overall behaviors of the various groups relative to the national level on the set of exercises representing Theme 8. An overall behavior represents the behavior we would expect from a given group on critical reading on the basis of the data at hand.

Exhibit 2-1 shows the median group effects at each age level. Exhibit 2-2 shows the directional tendencies and the directional characteristics[1] of the overall group behaviors represented by the median effects.

1. A zero (0) indicates that a group's overall behavior tends to be about the same as the national level.

2a. A plus sign (+) indicates that a group's overall behavior tends to be above the national level.

2b. A minus sign (-) indicates that a group's overall behavior tends to be below the national level.

3a. A double plus sign (++) indicates that a group's overall behavior is characteristically above the national level.

3b. A double minus sign (--) indicates that a group's overall behavior is characteristically below the national level.

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[1]These terms are defined in Methods of Describing the Data, in the section Summarizing the Data.

EXHIBIT 2-1

Median Group Effects at Each Age Level

Age Level No. of Effects	9 (24)	13 (30)	17 (21)	Adult (12)
Region				
Southeast	-6.4	-4.4	-5.3	-7.9
West	-0.8	-0.5	0.1	1.6
Central	2.6	2.1	1.4	1.0
Northeast	2.6	3.0	1.2	2.0
Sex				
Male	-2.8	-2.2	-2.8	-0.1
Female	2.8	2.2	2.8	0.1
Color				
Black	-16.8	-16.0	-21.0	-23.7
White	2.9	2.9	3.1	3.0
Parental Education				
No High School	-8.8	-13.5	-15.8	-10.7
Some High School	-4.7	-3.8	-7.2	-2.6
Graduated High School	-0.1	0.4	-0.9	3.5
Post High School	7.5	7.3	8.4	11.5
Size and Type of Community*				
Extreme Inner City	-13.3	-9.6	-10.0	
Extreme Rural	-4.0	-4.1	-4.1	
Small City	-0.5	-0.8	-1.1	
Medium City	-0.4	0.8	1.0	
Rest of Big City	1.9	-1.8	1.7	
Suburban Fringe	1.1	2.2	0.9	
Extreme Affluent Suburb	8.3	5.8	7.6	
Size of Community				
Big City				-5.4
Small Place				0.0
Medium City				4.7
Urban Fringe				0.8

*Type of community information was not available for out-of-school individuals (young adults and some 17-year-olds). Size and type of community median effects at age 17 apply only to those in school.

EXHIBIT 2-2

Directional Tendencies and Directional Characteristics

Age Level	9	13	17	Adult
Region				
Southeast	--	--	--	--
West	-	0	0	+
Central	+	+	+	0
Northeast	+	+	0	+
Sex				
Male	--	--	--	0
Female	++	++	++	0
Color				
Black	--	--	--	--
White	++	++	++	++
Parental Education				
No High School	--	--	--	--
Some High School	-	-	--	0
Graduated High School	0	0	-	+
Post High School	++	++	++	++
Size and Type of Community*				
Extreme Inner City	--	-	--	
Extreme Rural	-	-	-	
Small City	0	0	0	
Medium City	0	0	+	
Rest of Big City	0	0	+	
Suburban Fringe	+	+	0	
Extreme Affluent Suburb	++	++	++	
Size of Community				
Big City				-
Small Place				0
Medium City				+
Urban Fringe				0

*Type of community information was not available for out-of-school individuals (young adults and some 17-year-olds). Size and type of community median effects at age 17 apply only to those in school.

CHAPTER 3

RESULTS FOR AGE 9

The 9-year-olds participating in the 1970-71 Reading assessment were born during the calendar year 1961. About three fourths of them were enrolled in the fourth grade at the time of the assessment and most of the remainder were enrolled in the third grade.

First, we describe each group's overall behavior on the Theme 8 exercises; then we indicate those exercises on which specific group behaviors differ atypically from the group's median level; finally, we show individual released exercises along with their results.

Twenty-four specific effects (behaviors) on critical reading exercises are summarized at age 9. Twelve of these represent released exercises and are described in detail. The other twelve behaviors represent unreleased exercises to be used in future assessments. Exhibit 3-1 shows the distribution of the 24 behaviors representing Theme 8 for each group relative to the national level indicated by the Ø line. Each group's median level of performance is indicated by an arrow (→). A typical behavior for the group is shown by a box with an X (☒), and an atypical behavior is indicated by an open box (☐).

When a group's overall performance tends to be above or below or is characteristically above or below the national level, a specific behavior for that group can be: (1) atypically farther from the national level than is the group's median level or (2) atypically closer to[1] the national level.

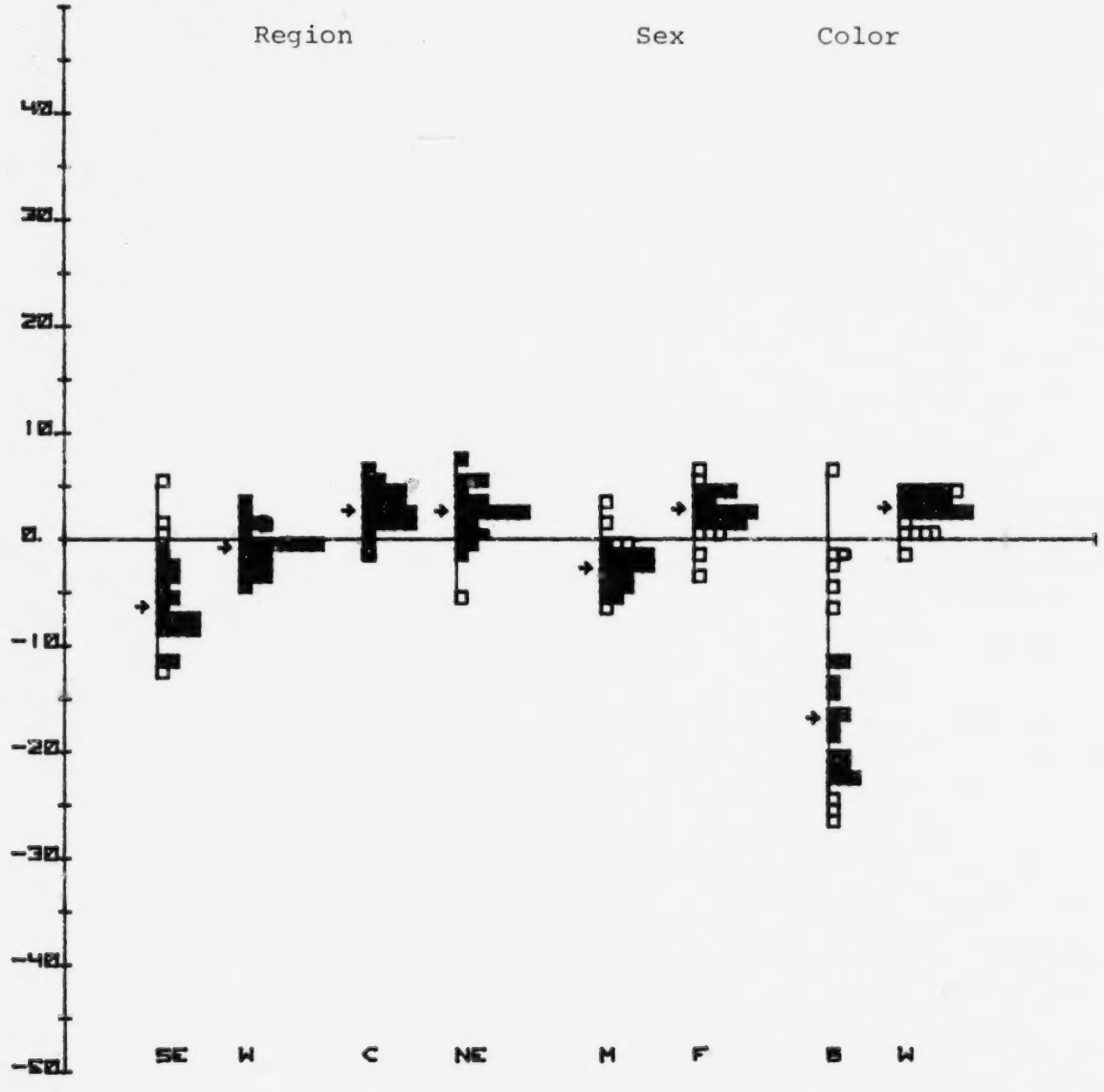
When a group's overall behavior tends to be about the same as the national level, a specific behavior for that group can be atypically high or low relative to the group's median level.

---

[1]An atypical effect (or behavior) described as being closer to the national level may be: (1) less extreme in the same direction as a group's tendency or characteristic, or (2) it may occur in the opposite direction from the national level as the group's median level.

EXHIBIT 3-1A

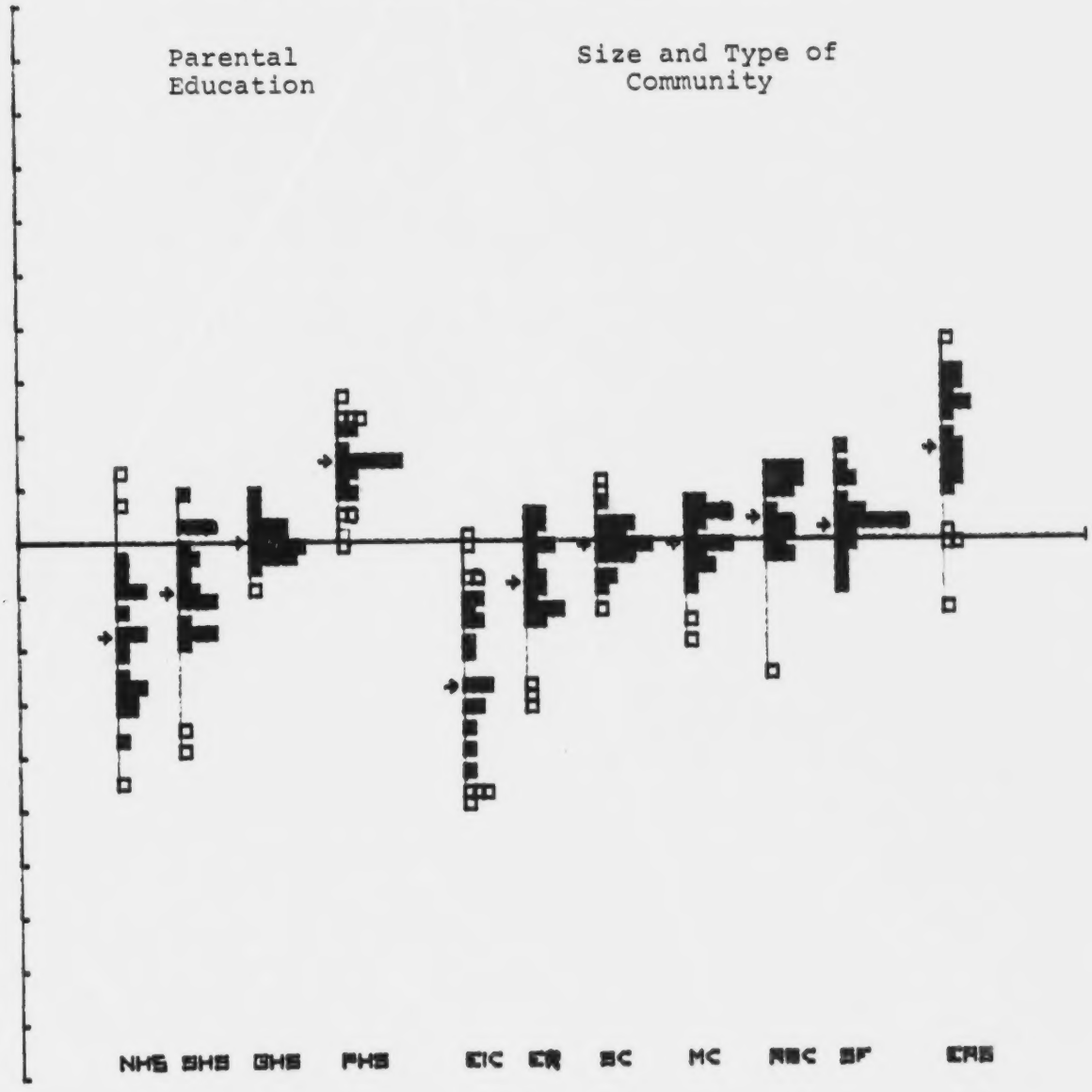
Distributions of Effects for Age 9



	SE	W	C	NE	M	F	B	W
Median Effect	-6.4	-0.8	2.6	2.6	-2.8	2.8	-16.8	2.9

EXHIBIT 3-1B

Distributions of Effects for Age 9



	NHS	SHS	GHS	PHS	EIC	ER	SC	MC	RSC	SF	CRS
Median Effect	-8.8		-0.1		-13.3		-0.5		1.9		8.3
		-4.7		7.5		-4.0		-0.4		1.1	

Region

Only one region, the Southeast, with a median effect of -6.4, demonstrated a characteristic direction. The group characteristically performed below the national level and achieved results atypically farther from the national level on Exercise R808, which requires understanding the purpose of a series of questions that conclude a story. Nonetheless, the group achieved percentages atypically closer to the national level on three exercises: R814, which requires recognizing the probable location of a sign that deals with horsepower; U81702, an unreleased exercise about the literary device of addressing a poem to a fly; and U818, an unreleased exercise about the tone of a satirical comment.

Attaining a median effect of -0.8, 9-year-olds in the West consistently performed at about the national level.

The Central and Northeast regions, both with median effects of 2.6, tended to perform above the national level, but children in the Northeast attained a percentage atypically closer to the national level on Exercise R814.

Sex

Boys characteristically behaved below--and girls, characteristically above--the national level; over 5 percentage points separated their median effects. Both groups attained results atypically farther from the national level on Exercise U811, an unreleased exercise about the rhyme pattern in children's poems. Girls alone attained results atypically farther from the national level on Exercise R812, which involves understanding an unusual graphic device in a short poem by William Carlos Williams.

However, a greater number of exercises were atypically closer to the national level for both groups: R810, which requires understanding the metaphoric use of the word wings in a poem by Karl Shapiro; R814, about the horsepower slogan; U81701, which requires understanding the phrase "want of thought"; and U823, which requires discriminating fact from opinion in a scientific passage. Girls alone attained a percentage atypically closer to the national level on Exercise U806, an unreleased exercise that required understanding a metaphor in a scientific passage.

Color

Blacks, who attained a median effect of -16.8, characteristically performed below the national level, while Whites, with

a median effect of 2.9, characteristically performed above the national level. Both groups achieved results atypically farther from the national level of Exercise R808, which requires understanding the purpose of a series of questions that conclude a story; Blacks alone achieved results atypically farther from the national level on Exercise R820, which involve understanding the response a writer wished to elicit from his reader, and on Exercise R819, which involves interpreting a speaker's feelings about television programs.

More common, however, were responses atypically closer to the national level for both groups. Such results were achieved on Exercises R814 (horsepower slogan), U806 (metaphor in scientific passage), U81701 (meaning of "want of thought"), U81702 (addressing poem to fly), U818 (satirical tone) and U823 (fact and opinion in a scientific account).

Parental Education[2]

Both the no high school group, with a median effect of -8.8, and the post high school group, with a median effect of 7.5, recorded characteristic directions. Both groups attained percentages atypically closer to the national level on Exercises R814 (horsepower slogan) and U81701 (meaning of "want of thought"). Two other exercises, U803, an unreleased exercise that required recognizing that a clown was the probable source of quotation, and U806, about a metaphor in a scientific passage, were closer to the national level for the post high school group only.

Only Exercise U811, an unreleased exercise that required recognizing the rhyme pattern in children's verse, was farther from the national value for the no high school group. However, several exercises were farther from the national value for the post high school group: R805, which requires understanding the author's main purpose in writing a science fiction story; R808, which requires understanding the purpose of the series of questions at the end of a mystery story; R812, which involves understanding a graphic device in a poem by William Carlos Williams; and U809, which requires recognizing the reaction that the author wants to elicit in a short humorous story. All four of the exercises on which the post high school group demonstrated an unusual advantage concerned recognizing an author's intention.

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[2]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the parental education groups.

The some high school group, with a median effect of -4.7, tended to perform below the national level. The group attained results atypically farther from the national value on two exercises, R808 (purpose of questions in mystery) and R812 (purpose of graphic device in poem).

Nine-year-olds in the graduated from high school group performed at about the national level of success on the exercises in Theme 8. The one exception, Exercise R805 (purpose of science fiction story), showed the group performing below the national level of success.

Size and Type of Community[3]

Both the extreme inner city group, with a median effect of -13.3, and the extreme affluent suburb group, with a median effect of 8.3, recorded characteristic directions. Both groups attained percentages atypically closer to the national level on four exercises: R814 (horsepower slogan), U806 (metaphor in scientific passage), U81701 (poetic meaning of want) and U81702 (addressing poem to fly). Both groups attained percentages atypically farther from the national level on Exercise R812 (purpose of graphic device in poem). The inner city group alone achieved percentages atypically farther from the national level on Exercises R802, which involves identifying the animal persona in a poem; R821, which involves identifying the onomatopoeic words in a sentence; and U813, an unreleased exercise about the attitude in a short statement about dogs.

The extreme rural group, with a median effect of -4.0, tended to perform below the national level and attained percentages atypically farther from the national level on Exercises R812 (purpose of graphic device in poem), U811 (rhyme pattern) and U822, an unreleased exercise about the tone of one of the characters in a comic strip.

The suburban fringe group, with a median effect of 1.1, consistently performed above the national level.

None of the remaining STOC groups recorded either a characteristic direction or a directional tendency, but each of the groups recorded some atypical results. Nine-year-olds in the small city group attained an atypically high percentage of success on Exercises R802 (persona of poem) and R814 (horsepower slogan).

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[3]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the size and type of community groups.

The group recorded an atypically low percentage on Exercise U815, which requires identifying the probable source of a scientific passage.

The medium city group recorded atypically low percentages of success on Exercises R808 (purpose of questions in mystery) and U809 (reaction elicited by humorous story).

The rest of big city group attained an atypically low percentage of success on Exercise R814 (horsepower slogan).

* * * * * * * * *

The data for each released exercise representing critical reading are presented in the following manner. The upper part of the left page shows the exercise number and age level. Then the exercise is shown exactly as it appeared to the respondent except that the correct choice is marked. The percentage of 9-year-olds choosing each answer is also shown.

The exhibit on the lower part of the page shows the national percentage of success and the percentage of success for each group both tabularly (leftmost column of figures) and graphically (horizontal bars). The second column of figures on the left side of the exhibit shows the effects for all groups with asterisks (*) indicating those that are reliably different from the national percentage of success. In addition to the percentages, the effects can also be seen graphically. Note the vertical dashed line descending from the end of the national percentage bar. This allows a visual comparison of each group percentage of success with the national percentage of success.

The right page again gives the exercise number and age level. It also gives the objective and major subobjective for which the exercise was written and a brief description of the exercise with unusual or interesting responses pointed out when appropriate.

Exercise 801 -- Age 9

Read the story and answer the question which follows it.

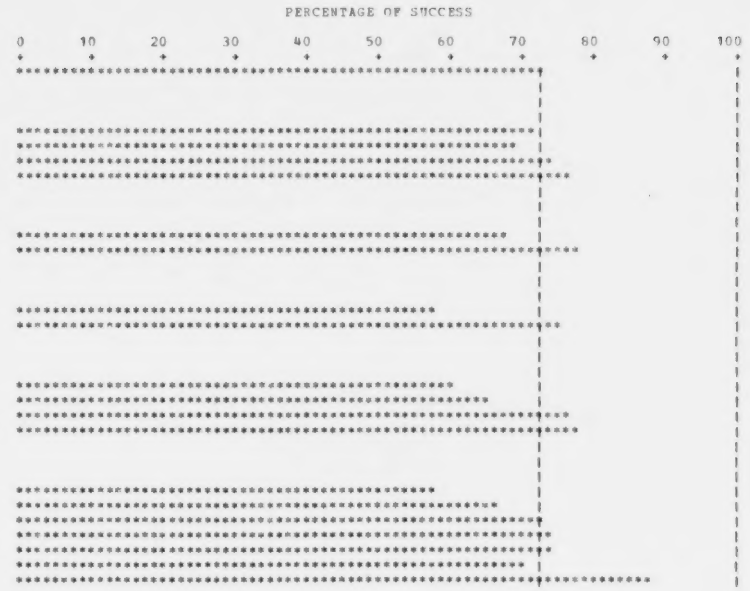
The wind whistled woefully as it wound its way through the nearly leafless trees. The pale yellow moon cast eerie shadows as it slipped in and out from behind the clouds like a blinking flashlight. Strange figures could be seen dashing and darting through the streets. Ghosts, goblins--what could they be? What do they want? Whom have they come to haunt? Beware...

Nat'l % Choosing Each Answer	Which group of words tells how something sounds?
7.4%	○ Cast shadows
6.8%	○ Pale yellow moon
4.7%	○ Blinking flashlight
3.8%	○ Nearly leafless trees
72.5%	● Wind whistled woefully
4.3%	○ I don't know.
0.5%	No response

N01 03 3/1 05*X801012 R02000C0 9

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE / GROUP
72.5	---	NATIONAL
		REGION
70.8	-1.7	Southeast
68.8	-3.8	West
73.6	1.0	Central
76.0	3.5	Northeast
		SEX
67.5	-5.0*	Male
77.4	4.9*	Female
		COLOR
57.9	-14.7*	Black
75.2	2.7*	White
		PARENTAL EDUCATION
59.4	-13.1*	No High School
64.6	-7.9	Some High School
76.0	3.5	Graduated High Sch.
77.7	5.2*	Post High School
		SIZE-AND-TYPE OF COMMUNITY
58.0	-14.5*	Extreme Inner City
66.2	-6.3	Extreme Rural
72.4	-0.1	Small City
74.2	1.6	Medium City
73.5	0.9	Rest Of Big City
70.1	-2.4	Suburban Fringe
87.3	14.8*	Extreme Aff Suburb



Exercise 801 -- Age 9

Objective II: Analyze what is read.
Subobjective C: See techniques by which the author has created his effects.

Almost three quarters of the 9-year-olds recognized that the words "wind whistled woefully" are the words that tell how something sounds. Not only does the phrase describe a sound, but, by means of alliterations, the phrase imitates a sound.

Exercise 802 -- Age 9

Read the poem and answer the question on the next page.

My body a rounded stone
with a pattern of smooth seams,
My head a short snake,
retractive, projective.
My legs come out of their sleeves
or shrink within,
and so does my chin.
My eyelids are quick clamps.

My back is my roof.
I am always at home.
I travel where my house walks.
It is a smooth stone.
It floats within the lake,
or rests in the dust.
My flesh lives tenderly
inside its home.*

Nat'l % Choosing Each Answer	Who is speaking in this poem?
9.6%	○ A house
18.9%	○ A person
5.6%	○ A snake
7.0%	○ A stone
56.3%	● A turtle
2.3%	○ I don't know.
0.4%	No response

*To Mix With Time, May Swenson, reprinted by permission of Charles Scribner's Sons.

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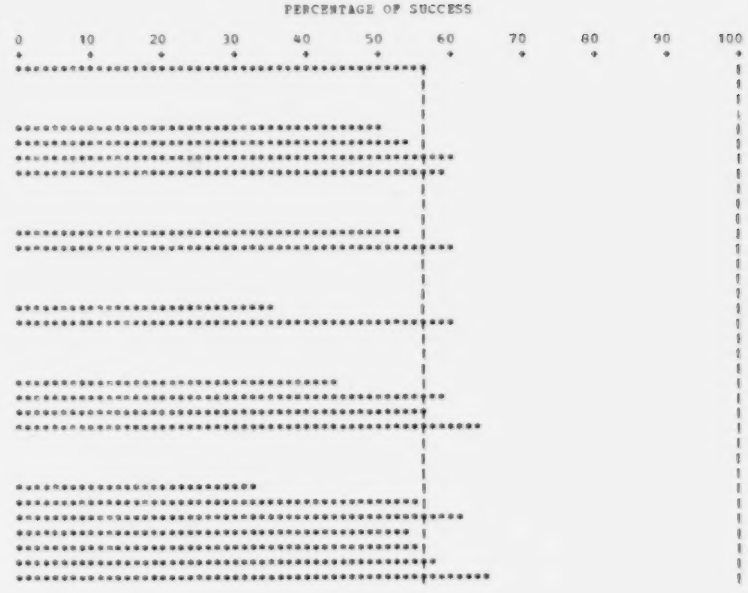
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
56.3	---	NATIONAL	
		REGION	
51.4	-5.9*		Southeast
53.9	-2.4		West
60.5	4.2		Central
58.2	1.9		Northeast
		SEX	
53.0	-3.3*		Male
59.9	3.5*		Female
		COLOR	
34.5	-21.8*		Black
60.0	3.6*		White
		PARENTAL EDUCATION	
44.1	-12.2*		No High School
58.3	1.9		Some High School
56.2	-0.1		Graduated High Sch.
63.8	7.5*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
32.2	-24.1*		Extreme Inner City
55.3	-1.1		Extreme Rural
61.8	5.5*		Small City
53.9	-2.4		Medium City
55.3	-1.0		Rest Of Big City
57.8	1.4		Suburban Fringe
64.8	8.5		Extreme Aff Suburb



Exercise 802 -- Age 9

Overlap: Age 13

Objective IV: Reason logically from what is read.
Subobjective A: Draw appropriate inference from the material that is read and "read between the lines" where necessary.

Correctly identifying the persona of "Rounded Stone" requires decoding the extended metaphor that the poem is based on. More than half of the 9-year-olds were able to do so, but almost a fifth of them suggested that the speaker was human, the most common type of persona in poetry.

Exercise 804 -- Age 9

Read the story and complete the sentence which follows it.

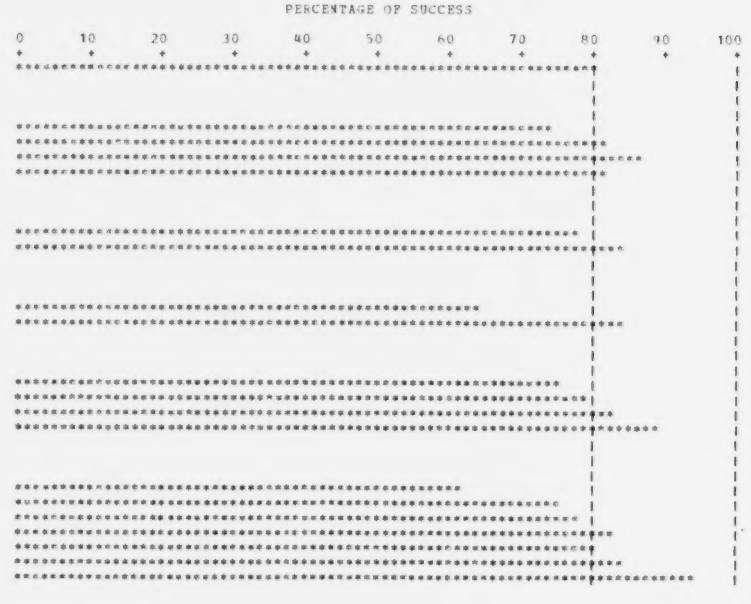
The wind whistled woefully as it wound its way through the nearly leafless trees. The pale yellow moon cast eerie shadows as it slipped in and out from behind the clouds like a blinking flashlight. Strange figures could be seen dashing and darting through the streets. Ghosts, goblins--what could they be? What do they want? Whom have they come to haunt? Beware...

Nat'l % Choosing Each Answer	The mood or feeling of this story is
5.3%	○ amusing.
80.6%	● frightening.
2.7%	○ gay.
3.9%	○ ridiculous.
2.0%	○ sad.
5.2%	○ I don't know.
0.4%	No response

N03 03 3/1 02*X804012 802000C0 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
80.6	---	NATIONAL	
		REGION	
73.1	-7.4*		Southeast
81.0	0.4		West
85.7	5.1*		Central
81.0	0.4		Northeast
		SEX	
77.7	-2.8*		Male
83.4	2.8*		Female
		COLOR	
63.6	-17.0*		Black
83.5	2.9*		White
		PARENTAL EDUCATION	
74.4	-6.2		No High School
79.1	-1.4		Some High School
82.4	1.8		Graduated High Sch.
88.2	7.7*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
61.1	-19.4*		Extreme Inner City
74.5	-6.1		Extreme Rural
76.9	-3.7*		Small City
83.1	2.5		Medium City
79.8	-0.7		Rest Of Big City
84.1	3.5		Suburban Fringe
94.2	13.6*		Extreme Aff Suburb



Exercise 804 -- Age 9

Overlap: Age 13

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

About four out of five 9-year-olds correctly identified the mood of the passage as frightening.

Exercise 805 -- Age 9

Read the story and complete the sentence on the next page.

After two weeks of unusually high-speed travel we reached Xeno, a small planet whose population, though never before visited by Earthmen, was listed as "friendly" in the Interstellar Gazetteer.

On stepping lightly (after all, the gravity of Xeno is scarcely more than twice that of our own moon) from our spacecraft we saw that "friendly" was an understatement. We were immediately surrounded by Frangibles of various colors, mostly pinkish or orange, who held out their "hands" to us. Imagine our surprise when their "hands" actually merged with ours as we tried to shake them!

Then, before we could stop them (how could we have stopped them?), two particularly pink Frangibles simply stepped right into two eminent scientists among our party, who immediately lit up with the same pink glow. While occupied in this way, the scientists reported afterwards, they suddenly discovered they "knew" a great deal about Frangibles and life on Xeno.

Apparently Frangibles could take themselves apart atomically and enter right into any other substance. They communicated by thought waves, occasionally merging "heads" for greater clarity. Two Frangibles who were in love with each other would spend most of their time merged into one; they were a bluish-green color unless they were having a lover's quarrel, when they turned gray.*

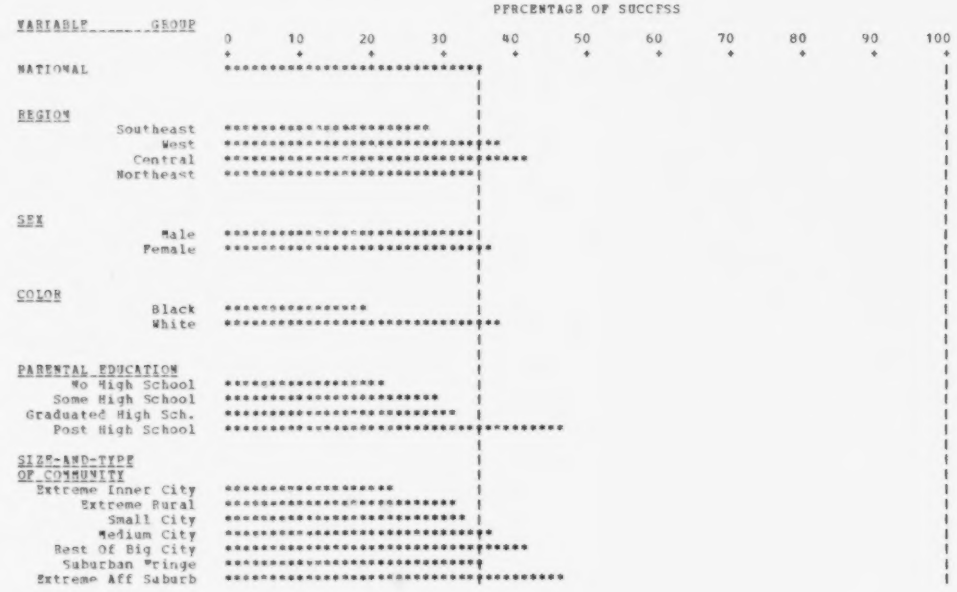
Nat'l % Choosing Each Answer	The author's MAIN purpose in this story is to
13.7%	○ create suspense and mystery.
8.3%	○ sell people on space travel.
21.3%	○ arouse concern for Frangibles.
35.3%	● create an imaginary space story.
7.4%	○ tell his personal feelings about events.
12.6%	○ I don't know.
1.5%	No response

*Space Trip, Martha S. Clapp, reprinted by permission of Martha S. Clapp.

#03 07 3/1 04*T805012 802000C0 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
35.3	---	NATIONAL	
		REGION	
27.5	-7.8*		Southeast
37.7	2.4		West
40.8	5.5*		Central
33.8	-1.5		Northeast
		SEX	
34.3	-1.0		Male
36.2	1.0		Female
		COLOR	
18.6	-16.7*		Black
37.7	2.4*		White
		PARENTAL EDUCATION	
21.8	-13.5*		No High School
29.3	-5.9		Some High School
30.6	-4.6*		Graduated High Sch.
46.4	11.2*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
22.1	-13.2*		Extreme Inner City
31.6	-3.7		Extreme Rural
32.0	-3.3		Small City
36.6	1.3		Medium City
41.3	6.0		Rest Of Big City
34.7	-0.5		Suburban Fringe
46.6	11.3*		Extreme Aff Suburb



Exercise 805 -- Age 9

Overlap: Age 13

Objective II: Analyze what is read.
Subobjective B: Perceive the structure and organization of the work.

Few 9-year-olds suggested that the main purpose of this passage from Martha Clapp's Space Trip is to create an imaginary space story. The two other choices most popular for 9-year-olds, "arouse concern for Frangibles" and "create suspense and mystery," also appear to be at least facets of the author's purpose.

Exercise 808 -- Age 9

Read the story and answer the question which follows it.

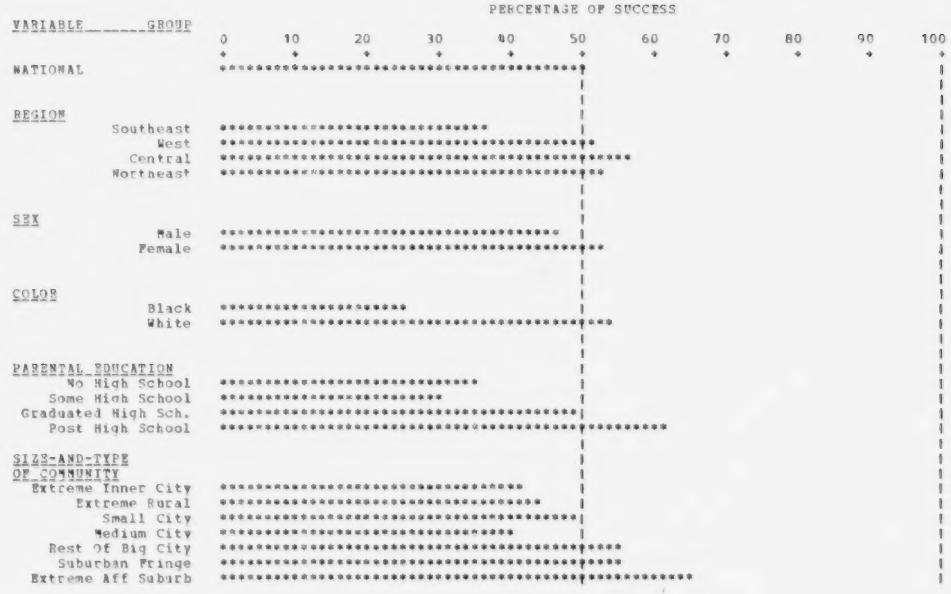
The wind whistled woefully as it wound its way through the nearly leafless trees. The pale yellow moon cast eerie shadows as it slipped in and out from behind the clouds like a blinking flashlight. Strange figures could be seen dashing and darting through the streets. Ghosts, goblins--what could they be? What do they want? Whom have they come to haunt? Beware....

Nat'l % Choosing Each Answer	Why did the writer use the questions at the end of the paragraph?
12.0%	○ To amuse you
49.5%	● To help add mystery
10.1%	○ He wants you to answer them.
5.3%	○ He wants you to find out who asked them.
14.0%	○ To tell you they were asked by the ghosts
8.5%	○ I don't know.
0.6%	No response

N04 08 3/1 02*X808012 P02000C0 . 9

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
49.5	---	NATIONAL	
		REGION	
36.8	-12.8*		Southeast
51.3	1.9		West
55.7	6.2*		Central
52.2	2.7		Northeast
		SEX	
46.4	-3.1*		Male
52.4	2.9*		Female
		COLOR	
25.1	-24.4*		Black
53.9	4.4*		White
		PARENTAL EDUCATION	
34.7	-14.8*		No High School
30.1	-19.4*		Some High School
48.2	-1.3		Graduated High Sch.
61.3	11.8*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
41.6	-7.9*		Extreme Inner City
43.1	-6.4		Extreme Rural
48.7	-0.8		Small City
40.1	-9.4*		Medium City
55.2	5.7		Rest Of Big City
55.3	5.8		Suburban Fringe
64.4	14.9*		Extreme Aff Suburb



Exercise 808 -- Age 9

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

About half of the nation's 9-year-olds realized the questions at the end of the passage were intended to help add a sense of mystery to the story.

Exercise 810 -- Age 9

You will be asked to figure out the meaning of a word from the way it is used in this poem. Read the poem carefully and answer the question on the next page.

AUTO WRECK*

1 Its quick soft silver bell beating, beating
2 And down the dark one ruby flare
3 Pulsing out red light like an artery,
4 The ambulance at top speed floating down
5 Past beacons and illuminated clocks
6 Wings in a heavy curve, dips down,
7 And brakes speed entering the crowd.
8 The doors leap open, emptying light;
9 Stretchers are laid out, the mangled lifted
10 And stowed into the little hospital
11 Then the bell, breaking the hush, tolls once,
12 And the ambulance with its terrible cargo
13 Rocking, slightly rocking, moves away,
14 As the doors, an afterthought, are closed.

Nat'l % Choosing Each Answer	What does the word "Wings" in Line 6 mean in the context of this poem?
12.3%	○ Flies
28.5%	● Turns
14.8%	○ Parts of a building
17.7%	○ The forelimbs of a bird
22.9%	○ I don't know.
3.9%	No response

*Poems 1940-1953, Karl Shapiro, reprinted by permission of Random House, Inc.

M04 14 3/1 02*X810911 810000C0 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
29.5	---	NATIONAL	**********
		REGION	
22.9	-5.6*	Southeast	********
29.8	1.3	West	**********
29.6	1.1	Central	**********
31.2	2.7	Northeast	**********
		SEX	
28.3	-0.2	Male	**********
28.6	0.2	Female	**********
		COLOR	
16.8	-11.7*	Black	******
30.6	2.1*	White	**********
		PARENTAL EDUCATION	
24.1	-4.3	No High School	********
19.2	-9.3*	Some High School	******
28.3	-0.1	Graduated High Sch.	**********
38.7	10.2*	Post High School	**********
		SIZE-AND-TYPE OF COMMUNITY	
21.3	-7.2	Extreme Inner City	********
26.5	-2.0	Extreme Rural	**********
29.9	1.5	Small City	**********
27.5	-1.0	Medium City	**********
34.0	5.5	Rest Of Big City	**********
25.2	-3.3	Suburban Fringe	**********
33.6	5.2	Extreme Aff Suburb	**********

Exercise 810 -- Age 9

Overlap: Ages 13 and 17

Objective I: Comprehend what is read.
Subobjective B: Read phrases, clauses and sentences.

Only 28% (slightly more than a chance selection) of 9-year-olds were able to correctly identify the meaning of the word wings in the context of the poem. Eighteen percent indicated that wings referred to the forelimbs of a bird, and another 15% of the 9-year-olds suggested that wings referred to parts of a building--both common definitions of the word that do not at all apply to the poem. Twelve percent suggested that wings is equivalent to flies, a more common metaphor to describe speedy turns.

Exercise 812 -- Age 9

Read the poem and answer the question on the next page.

As the cat climbed o^ve^r
The button box
He went one foot at a time

The right forepaw
came
down
first

A hind foot caught
In the button box

Buttons
sc_at^te_re^d in all directions."

Nat'l % Choosing Each Answer	Why did the writer place some of the words on the paper the way he did?
62.2%	● To help you see movement
5.5%	○ To save space on the paper
11.7%	○ To make the poem hard to read
11.5%	○ To make you know that cats make good pets
8.0%	○ I don't know.
1.0%	No response

*The Collected Earlier Poems of William Carlos Williams, William Carlos Williams, reprinted by permission of New Directions Publishing Corporation.

905 34 3/1 01*E812010 B020400C0 9

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

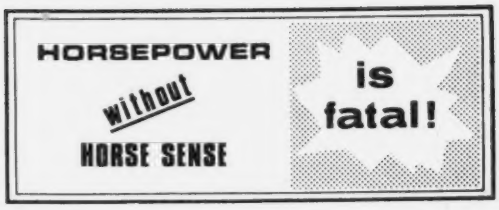
% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
62.2	---	NATIONAL	
		REGION	
51.6	-8.8*	Southeast	
60.4	-1.8	West	
63.6	1.4	Central	
69.7	7.4*	Northeast	
		SEX	
57.0	-5.2*	Male	
67.6	5.4*	Female	
		COLOR	
40.8	-21.4*	Black	
66.2	4.0*	White	
		PARENTAL EDUCATION	
53.9	-8.4*	No High School	
49.5	-17.7*	Some High School	
64.0	1.8	Graduated High Sch.	
75.6	13.4*	Post High School	
		SIZE-AND-TYPE OF COMMUNITY	
39.1	-23.1*	Extreme Inner City	
47.1	-15.1*	Extreme Rural	
61.0	-1.2	Small City	
62.5	0.3	Medium City	
62.8	0.5	Rest Of Big City	
70.1	8.0*	Suburban Fringe	
80.2	18.0*	Extreme Aff Suburb	

Exercise 812 -- Age 9

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

After reading this short adaptation of William Carlos Williams' "As the Cat," 62% of the 9-year-olds indicated that the unusual graphic arrangement of the poem was designed to help the reader visualize the movement of the cat. Twelve percent suggested that the purpose was to make the poem hard to read, a response that probably does identify a facet of the poet's intention.

Exercise 814 -- Age 9

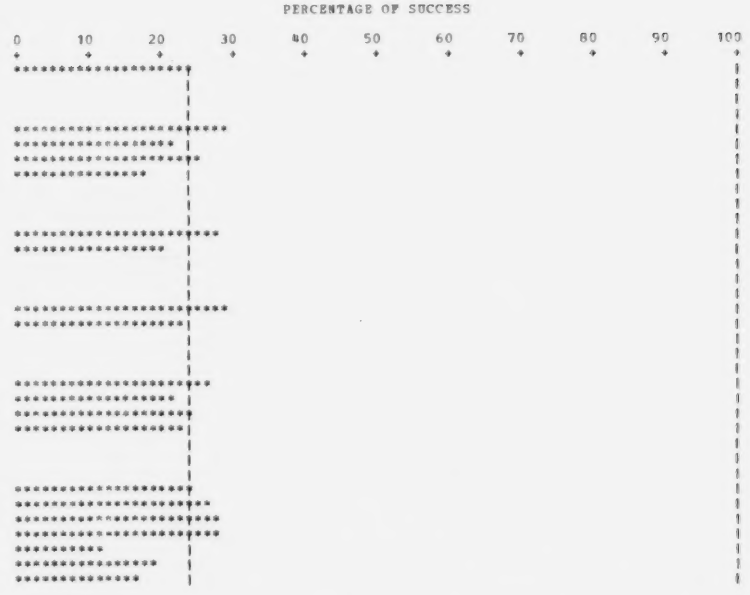


Nat'l % Choosing Each Answer	Where would you probably see this sign?
23.3%	● On a highway
2.2%	○ On a gymnasium floor
64.3%	○ At a racetrack for horses
6.2%	○ In a grocery store
3.8%	○ I don't know.
0.2%	No response

N05 10 3/1 01*X814014 90%040C0 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
23.3	---	NATIONAL	
		REGION	
28.6	5.3*		Southeast
21.4	-1.9		West
25.1	1.8		Central
18.1	-5.2*		Northeast
		SEX	
26.9	3.6*		Male
19.5	-3.7*		Female
		COLOR	
29.2	6.0		Black
22.3	-1.0		White
		PARENTAL EDUCATION	
26.3	3.0		No High School
21.6	-1.6		Some High School
23.5	0.3		Graduated High Sch.
22.7	-0.5		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
24.1	0.8		Extreme Innef City
25.7	2.4		Extreme Rural
28.0	4.7*		Small City
27.2	3.9		Medium City
11.1	-12.2*		Rest Of Big City
18.8	-4.5		Suburban Fringe
16.7	-6.5*		Extreme Aff Suburb



Exercise 814 -- Age 9

Overlap: Ages 13, 17 and Adult

Objective IV: Reason logically from what is read.
Subobjective A: Draw appropriate inferences from the material that is read and "read between the lines" where necessary.

More 9-year-olds suggested that the sign belongs at a racetrack than on a highway, probably because they did not understand the slogan or, more precisely, the word horsepower. Moreover, group effects are frequently the opposite of what they usually are: children in the Southeast and boys performed significantly higher than the nation as a whole, while children in the Northeast, girls and children from affluent suburbs performed significantly lower than the nation as a whole. The reversal of the boy-girl pattern probably reflects an interest in cars that is encouraged in boys. Other reversals might reflect similar interests encouraged in certain regional and socio-economic groups.

Exercise 816 -- Age 9

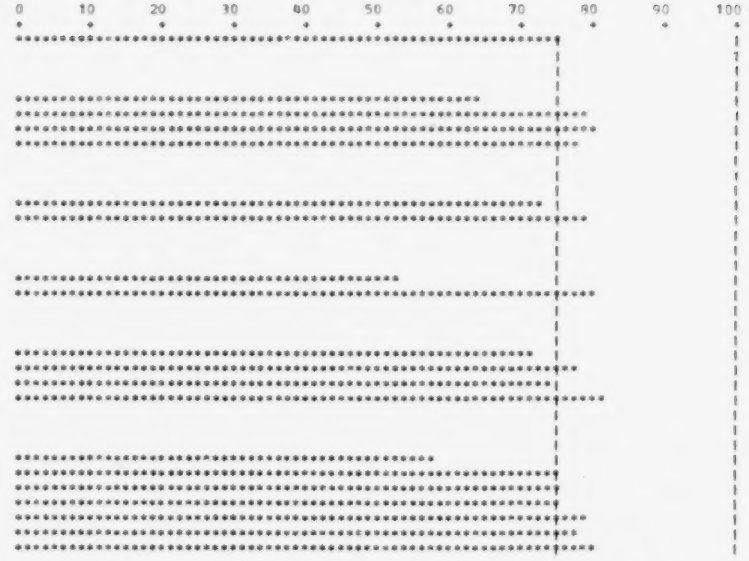
Read the story about a fish and answer the question which follows it.

Once there was a fish named Big Eyes who was tired of swimming. He wanted to get out of the water and walk like other animals do, so one day without telling anyone he just jumped out of the water, put on his shoes, and took a long walk around the park.

Nat'l % Choosing Each Answer	What do you think the person who wrote this story was trying to do?
4.4%	○ Tell you what fish are like
5.3%	○ Tell you that fish wear shoes
75.3%	● Tell you a funny story about a fish
12.0%	○ Tell you that fish don't like to swim
3.0%	○ I don't know.
0.0%	No response

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
75.3	---	NATIONAL	
		REGION	
63.7	-11.6*		Southeast
78.5	3.2		West
79.5	4.2		Central
77.3	2.0		Northeast
		SEX	
72.0	-3.3*		Male
78.5	3.3*		Female
		COLOR	
52.9	-22.4*		Black
79.5	4.2*		White
		PARENTAL EDUCATION	
71.1	-4.2		No High School
77.2	1.9		Some High School
73.6	-1.7		Graduated High Sch.
81.6	6.3*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
57.9	-17.4*		Extreme Inner City
75.2	-0.0		Extreme Rural
74.4	-0.9		Small City
74.9	-0.4		Medium City
79.2	4.0		Rest Of Big City
77.7	2.4		Suburban Fringe
79.8	4.5		Extreme Aff Suburb



Exercise 816 -- Age 9

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

Three quarters of the 9-year-olds realized that the purpose of the passage was simply to tell a funny story about a fish. The only other popular response, which attracted 12% of the 9-year-olds, was that the author tried to tell his audience that fish don't like to swim, a response that has a certain amount of truth within the context of the story.

Exercise 819 -- Age 9

If you listen carefully to what a person says, you can usually tell a lot about him. Sometimes you can tell how he feels.

Read the passage and complete the sentence which follows it.

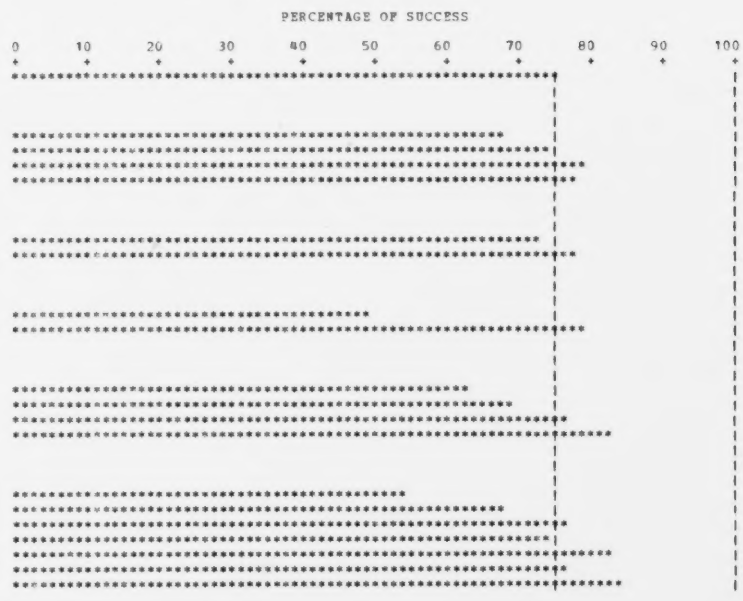
"I'll be glad when this TV show is over. I like stories about spies, not this one about cowboys and Indians. I get to pick the next show."

Nat'l % Choosing Each Answer	The person who said this
75.2%	● likes spy stories.
3.4%	○ doesn't like TV at all.
5.6%	○ doesn't care what TV show is on.
11.9%	○ likes stories about cowboys and Indians.
3.5%	○ I don't know.
0.5%	No response

N08 07 3/1 01*X819011 B10000C0 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
75.2	---	NATIONAL	
		REGION	
67.5	-7.6*		Southeast
74.3	-0.9		West
78.4	3.3*		Central
77.9	2.6		Northeast
		SEX	
72.3	-2.8*		Male
78.0	2.8*		Female
		COLOR	
48.6	-26.5*		Black
79.2	4.0*		White
		PARENTAL EDUCATION	
62.1	-13.1*		No High School
69.3	-5.9		Some High School
76.6	1.4		Graduated High Sch.
82.6	7.4*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
53.5	-21.6*		Extreme Inner City
67.9	-7.2*		Extreme Rural
75.7	0.6		Small City
73.9	-1.2		Medium City
81.9	6.8*		Rest Of Big City
76.2	1.1		Suburban Fringe
83.2	8.0*		Extreme Aff Suburb



Exercise 819 -- Age 9

Overlap: Age 13

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

After reading the short statement, three quarters of the 9-year-olds realized that the speaker likes spy stories. The only other response that was at all popular was that the speaker likes stories about cowboys and Indians, a response that attracted 12% of the 9-year-olds.

Exercise 820 -- Age 9

Read the story about a fish and answer the question which follows it.

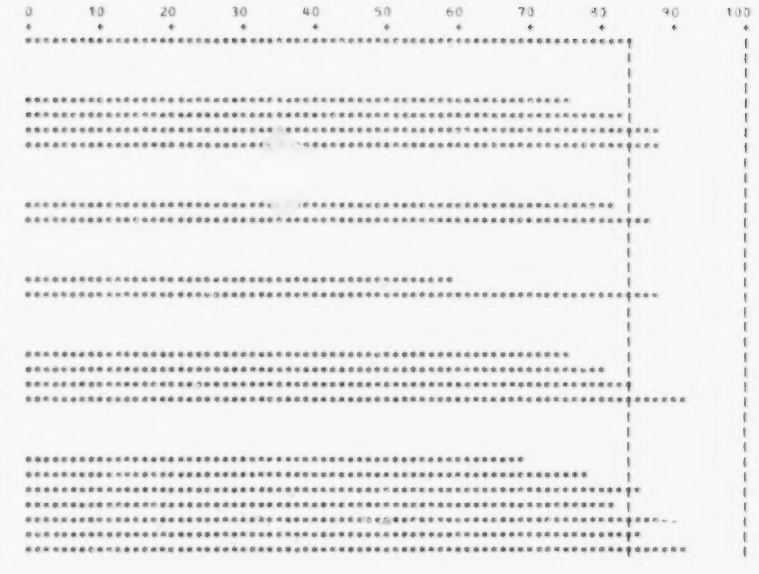
Once there was a fish named Big Eyes who was tired of swimming. He wanted to get out of the water and walk like other animals do. So one day without telling anyone, he just jumped out of the water, put on his shoes, and took a long walk around the park.

Nat'l % Choosing Each Answer	What did the person who wrote this story want you to do when you read it?
3.0%	○ Cry
1.9%	○ Yell
84.0%	● Laugh
6.6%	○ Become angry
4.1%	○ I don't know
0.3%	No response

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
84.0	---	NATIONAL	
		REGION	
75.9	-8.6*		Southeast
81.9	-2.1		West
87.3	3.4*		Central
88.0	4.0*		Northeast
		SEX	
81.2	-2.8*		Male
86.8	2.8*		Female
		COLOR	
58.8	-25.2*		Black
87.9	3.9*		White
		PARENTAL EDUCATION	
75.0	-9.0*		No High School
79.8	-4.2		Some High School
83.7	-0.8		Graduated High Sch.
91.5	7.4*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
68.6	-15.4*		Extreme Inner City
76.9	-7.1*		Extreme Rural
84.6	0.5		Small City
81.5	-2.5		Medium City
90.4	6.4*		Rest Of Big City
85.1	1.1		Suburban Fringe
91.5	7.5*		Extreme Aff Suburb

PERCENTAGE OF SUCCESS



Exercise 820 -- Age 9

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

About 84% of the 9-year-olds realized that laughing was the response to the story that the author would have best appreciated. Few selected any of the other suggested answers.

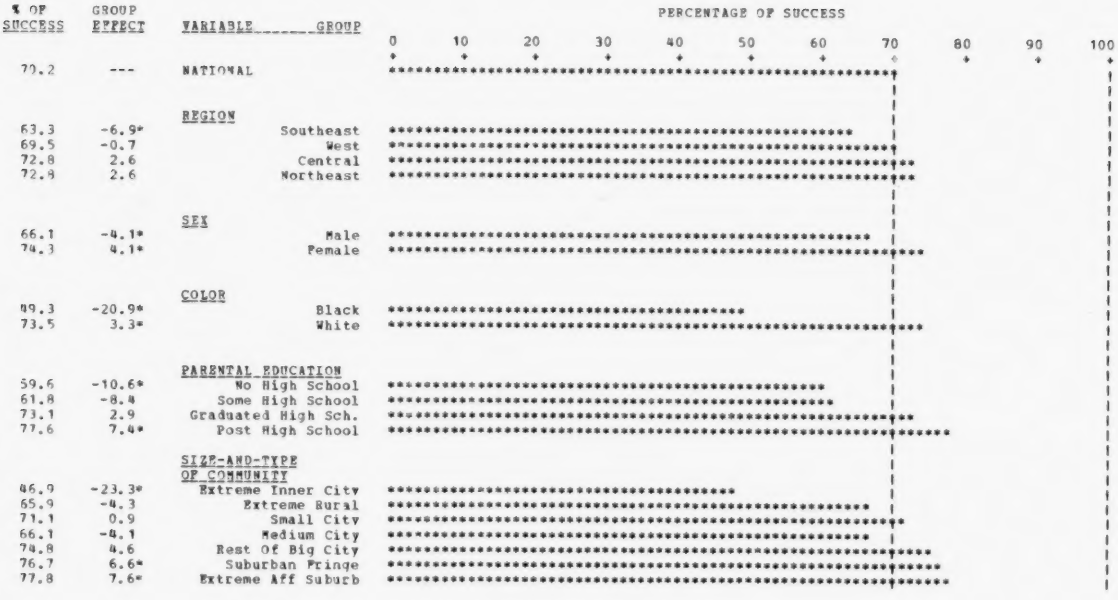
Exercise 821 -- Age 9

Read the sentence and answer the question which follows it.

The wind whistled and wailed as it wound through the nearly leafless trees.

Nat'l % Choosing Each Answer	Which pair of words BEST suggests the sound of the wind blowing?
13.3%	○ The - wind
2.3%	○ Wound - way
9.1%	○ Nearly - leafless
70.2%	● Whistled - wailed
4.7%	○ I don't know.
0.4%	No response

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 821 -- Age 9

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

Seventy percent of the 9-year-olds recognized that the pair of words whistled-wailed suggested the sound of blowing wind more than the other word pairs did. Both the sound and the meaning of the word pair suggested the blowing wind.

CHAPTER 4

RESULTS FOR AGE 13

The 13-year-olds participating in the 1970-71 Reading assessment were born during the calendar year 1957. About three fourths of them were enrolled in the eighth grade at the time of the assessment, and most of the remainder were enrolled in the seventh grade.

First, we describe each group's overall behavior on the theme exercises; then we indicate those exercises on which specific group behaviors differ atypically from the group's median level; finally, we present the individual released exercises along with their results.

Thirty specific behaviors on critical reading exercises are summarized at age 13. Fifteen of these represent released exercises and are described in detail. The other 15 behaviors represent unreleased exercises to be used in future assessments. Exhibit 4-1 shows the distribution of the 30 behaviors for each group relative to the national level indicated by the Ø line. A group's median level is indicated by an arrow (→). A typical behavior for the group is shown by a box with an X (☒), and an atypical behavior is indicated by an open box (☐).

When a group's overall behavior has been described as tending to be above or below or as characteristically above or below the national level, a specific behavior for that group can be: (1) atypically farther from the national level than is the group's median level or (2) atypically closer to[1] the national level.

When a group's overall behavior has been described as being about the same as the national level, a specific behavior for that group can be atypically high or low relative to the group's median level.

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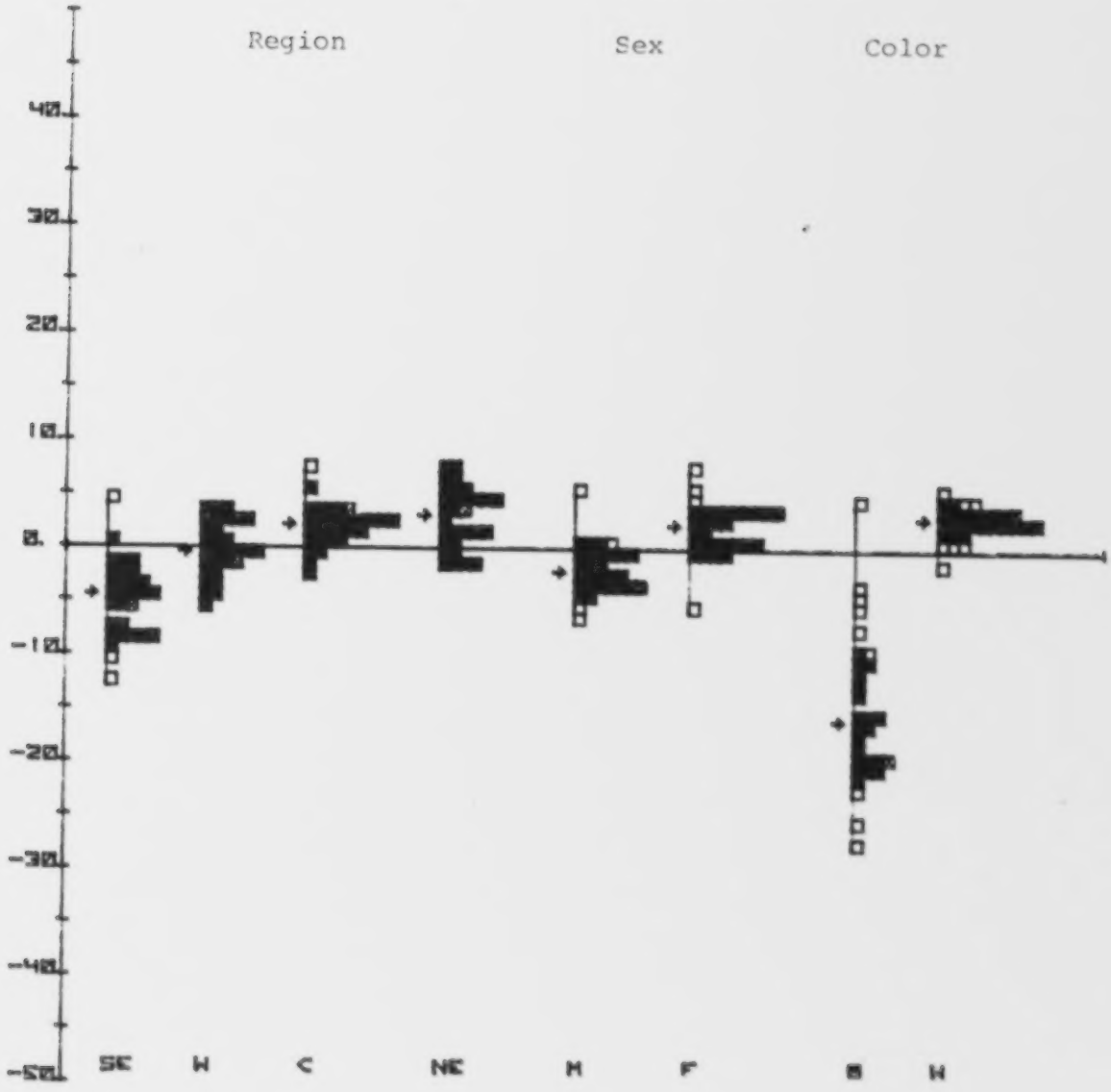
[1]An atypical effect (or behavior) described as being closer to the national level may be: (1) less extreme in the same direction as a group's tendency or characteristic, or (2) it may occur in the opposite direction from the national level as the group's median level.

EXHIBIT 4-1A

Distributions of Effects for Age 13



Median Effect	-4.4	-0.5	2.1	3.0	-2.2	2.2	-16.0	2.9

EXHIBIT 4-1B

Distributions of Effects for Age 13

	NHS	SHS	GHS	PHS	EIC	ER	SC	MC	RBC	SF	ERS
Median Effect	-13.5		0.4		-9.6		-0.8		-1.8		5.8
		-3.8		7.3		-4.1		0.8		2.2	

Region

Southeastern 13-year-olds, with a median effect of -4.4, are the only regional group to record a characteristic direction. The group attained results atypically farther from the national level on Exercise R838, which involves describing the speaker in a poem by May Swenson, and on unreleased Exercise U822, which requires identifying the tone of one of the characters in a comic strip. Nonetheless, the group attained a percentage atypically closer to the national level on Exercise U81701, an unreleased exercise that demands knowing the meaning of the phrase "want of thought" in the context of a poem.

The West consistently performed at about the national level.

Children in the Central region, with a median effect of 2.1, tended to perform above the national level, and the group attained a percentage atypically farther from the national level on Exercise U822 (comic strip).

The Northeast, with a median effect of 3.0, consistently tended to perform above the national level. The group recorded no atypical results.

Sex

Boys characteristically performed below, and girls characteristically above, the national level; about 4.4 points separate their median effects.

Both groups attained results atypically farther from the national level on Exercise R838 (describe speaker of poem) and on unreleased Exercise U825, which asks the attitude of the speaker in a complex poem. Girls attained results atypically farther from the national level on Exercise R835, which requires recognizing the tone of three passages about skiing.

Both groups attained results atypically closer to the national level on Exercise R814, which involves understanding a slogan about horsepower. Boys attained results atypically closer to the national level on Exercise U818, which involves perceiving the satirical tone in a political statement.

Color

Blacks, with a median effect of -16.0, and Whites, with a median effect of 2.9, both recorded characteristic directions. However, both groups attained atypical results on several exercises.

Both Blacks and Whites attained percentages atypically farther from the national level on Exercises R805, which requires understanding the main purpose of a science fiction story, and R810, which requires knowing the metaphoric meaning of the word wings in a poem by Karl Shapiro. Blacks alone attained results atypically farther from the national level on Exercise R814 (horsepower slogan), and Whites alone attained results atypically farther from the national level on Exercise U834, which requires analyzing an extended metaphor that equates a toaster with a dragon.

Both groups attained percentages atypically closer to the national level on Exercise R832, which requires understanding the metaphoric use of "deaf heaven" in a Shakespearean sonnet, and three unreleased exercises: U81701 ("want of thought" in context of poem), U818 (satirical tone in a political statement) and U828, which requires perceiving the attitude expressed in a child's statement about his toys. Blacks alone attained percentages atypically closer to the national level on Exercises R802, which involves identifying the persona of a poem, and U837, which requires perceiving the attitudes in an adult's statement about criminal behavior.

Parental Education[2]

The no high school group, with a median effect of -13.5, characteristically performed below the national level. The group attained a percentage atypically farther from the national level on Exercise R805 (purpose of science fiction story), and a percentage atypically closer to the national level on Exercise U817 ("want of thought" in the context of a poem).

The some high school group, with a median effect of -3.8, tended to behave below the national level. The group attained a percentage atypically farther from the national level on Exercise R814 (horsepower slogan).

The graduated from high school group behaved at about the national level, but recorded several atypical results. The group attained atypically high percentages of success on Exercises R831, which requires perceiving the invalidity in a syllogism, and R835, which asks which of three passages about skiing are written from a personal point of view. The group attained an

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[2]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the parental education groups.

atypically low percentage on Exercise R827, which asks the attitude of the speaker in the poem "More I Speak."

The post high school group, with a median effect of 7.3, characteristically performed above the national level; they recorded many atypical results. The group attained percentages atypically farther from the national level on Exercises R805 (purpose of science fiction story), R827 (attitude in "More I Speak"), R814 (horsepower slogan), R838 (describe persona of "Rounded Stone"), U806 (meaning of metaphor in scientific passage), U823 (fact vs. opinion in scientific article) and U833 (purpose of public service ad). But the group attained percentages atypically closer to the national level on Exercises R802 (persona of "Rounded Stone"), R824 (purpose of another public service ad), U831 (syllogistic inferences in quotation), U81701 ("want of thought" in context of poem), U828 (attitude in quotation by child about toys) and U837 (attitude in quotation about criminal behavior).

Size and Type of Community[3]

Both the extreme inner city and the extreme rural groups, with median effects of -9.6 and -4.1, respectively, tended to be below the national level on the exercises in Theme 8. Both groups attained percentages atypically farther from the national level on Exercise U833 (purpose of public service ad), but only the rural group obtained similar results on Exercises R838 (describe persona of "Rounded Stone") and U81702 (poet's attitude toward subject of poem). The inner city group attained a percentage of success atypically closer to the national level on Exercise U81701 ("want of thought" in context of poem).

The small city, medium city and rest of big city groups all performed at about the national level. The medium city group attained atypically high percentages on Exercises U806, which asks for the meaning of a metaphor from a scientific passage, and U829, which asks for the way a reader is expected to react to a mock-scientific article. The rest of big city group recorded an atypically low percentage of success on Exercise R814, which asks for the most probable location of a sign with a slogan about horsepower.

The suburban fringe group, with a median effect of 2.2, tended to perform above the national level. The group recorded no atypical results.

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[3]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the size and type of community groups.

The extreme affluent suburb group, with a median effect of 5.8, characteristically performed above the national level, but again recorded no atypical exercises.

* * * * * * * * *

The data for each released exercise representing critical reading are presented in the following manner. The upper part of the left page shows the exercise number and age level. Then the exercise is shown exactly as it appeared to the respondent except that the correct choice is already marked. The percentage of 13-year-olds choosing each answer is also shown.

The exhibit on the lower part of the page shows the national percentage of success and the percentage of success for each group both tabularly (leftmost column of figures) and graphically (horizontal bars). The second column of figures on the left side of the exhibit shows the effects for all groups with asterisks (*) indicating those that are reliably different from the national percentage of success. In addition to the percentages, the effects can also be seen graphically. Note the vertical dashed line descending from the end of the national percentage bar. This allows a visual comparison of each group percentage of success with the national percentage of success.

The right page again gives the exercise number and age level. It also gives the objective and major subobjective for which the exercise was written and a brief description of the exercise with unusual or interesting responses pointed out when appropriate.

Exercise 802 -- Age 13

Read the poem and answer the question on the next page.

My body a rounded stone
with a pattern of smooth seams,
My head a short snake,
retractive, projective.
My legs come out of their sleeves
or shrink within,
and so does my chin.
My eyelids are quick clamps.

My back is my roof.
I am always at home.
I travel where my house walks.
It is a smooth stone.
It floats within the lake,
or rests in the dust.
My flesh lives tenderly
inside its home.*

Nat'l % Choosing Each Answer	Who is speaking in this poem?
3.7%	○ A house
9.3%	○ A person
1.4%	○ A snake
1.7%	○ A stone
83.3%	● A turtle
0.5%	○ I don't know.
0.1%	No response

*To Mix With Time, May Swenson, reprinted by permission of Charles Scribner's Sons.

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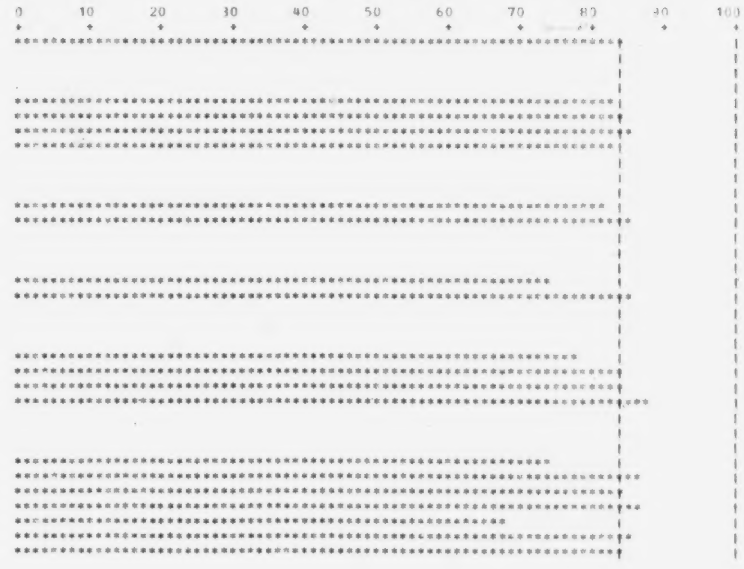
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
83.3	---	NATIONAL	
		REGION	
82.1	-1.2		Southeast
83.4	0.1		West
85.5	2.2		Central
81.9	-1.4		Northeast
		SEX	
81.2	-2.1*		Male
85.5	2.2*		Female
		COLOR	
74.3	-9.0*		Black
84.9	1.6*		White
		PARENTAL EDUCATION	
77.8	-5.5		No High School
84.0	0.6		Some High School
84.3	1.0		Graduated High Sch.
87.0	3.6*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
74.3	-9.0		Extreme Inner City
86.3	3.0		Extreme Rural
84.0	0.6		Small City
86.1	2.8		Medium City
67.9	-15.4		Rest Of Big City
85.1	1.8		Suburban Fringe
83.4	0.1		Extreme Aff Suburb

PERCENTAGE OF SUCCESS



Exercise 802 -- Age 13

Overlap: Age 9

Objective IV: Reason logically from what is read.
Subobjective A: Draw appropriate inferences from the material that is read and "read between the lines" where necessary.

A large proportion of the 13-year-olds correctly identified a turtle as the speaker of May Swenson's "Rounded Stone." Very few 13-year-olds identified the speaker as one of the objects or animals used metaphorically within the poem itself, but almost a tenth of them identified the speaker as a person.

Exercise 804 -- Age 13

Read the story and complete the sentence which follows it.

The wind whistled woefully as it wound its way through the nearly leafless trees. The pale yellow moon cast eerie shadows as it slipped in and out from behind the clouds like a blinking flashlight. Strange figures could be seen dashing and darting through the streets. Ghosts, goblins--what could they be? What do they want? Whom have they come to haunt? Beware...

Nat'l % Choosing Each Answer	The mood or feeling of this story is
5.9%	○ amusing.
84.4%	● frightening.
1.9%	○ gay.
4.8%	○ ridiculous.
1.1%	○ sad.
1.7%	○ I don't know.
0.2%	No response

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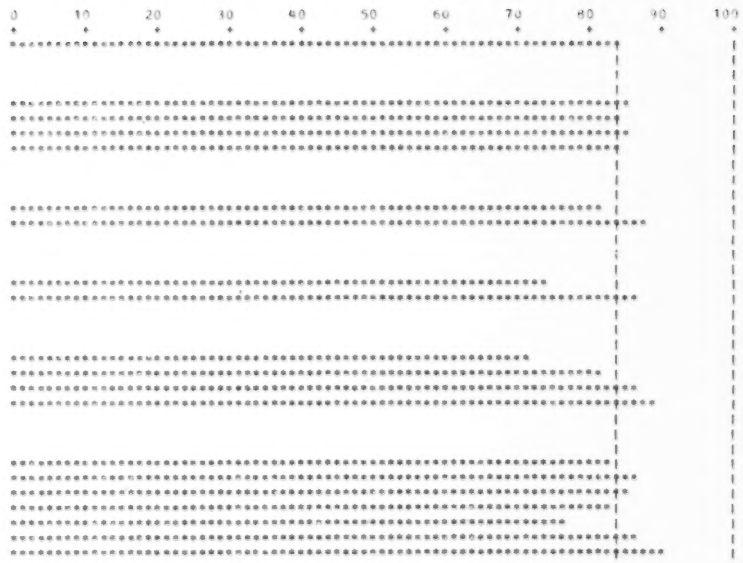
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
84.4	---	NATIONAL	
		REGION	
84.5	0.2		Southeast
83.9	-0.5		West
85.2	0.9		Central
83.6	-0.8		Northeast
		SEX	
81.3	-3.1*		Male
87.6	3.3*		Female
		COLOR	
73.9	-10.5*		Black
86.2	1.8*		White
		PARENTAL EDUCATION	
70.7	-13.6*		No High School
81.2	-3.2		Some High School
86.2	1.8		Graduatel High Sch.
88.5	4.2*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
82.3	-2.1		Extreme Inner City
85.8	1.4		Extreme Rural
84.4	0.0		Small City
82.4	-2.0		Medium City
76.6	-7.7		Rest Of Big City
85.9	1.5		Suburban Fringe
89.4	5.0*		Extreme Aff Suburb



Exercise 804 -- Age 13

Overlap: Age 9

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

After reading the story, about 85% of the 13-year-olds correctly identified the mood of the passage as frightening.

Exercise 805 -- Age 13

Read the story and complete the sentence on the next page.

After two weeks of unusually high-speed travel we reached Xeno, a small planet whose population, though never before visited by Earthmen, was listed as "friendly" in the Interstellar Gazetteer.

On stepping lightly (after all, the gravity of Xeno is scarcely more than twice that of our own moon) from our spacecraft we saw that "friendly" was an understatement. We were immediately surrounded by Frangibles of various colors, mostly pinkish or orange, who held out their "hands" to us. Imagine our surprise when their "hands" actually merged with ours as we tried to shake them!

Then, before we could stop them (how could we have stopped them?), two particularly pink Frangibles simply stepped right into two eminent scientists among our party, who immediately lit up with the same pink glow. While occupied in this way, the scientists reported afterwards, they suddenly discovered they "knew" a great deal about Frangibles and life on Xeno.

Apparently Frangibles could take themselves apart atomically and enter right into any other substance. They communicated by thought waves, occasionally merging "heads" for greater clarity. Two Frangibles who were in love with each other would spend most of their time merged into one; they were a bluish-green color unless they were having a lover's quarrel, when they turned gray.*

Nat'l % Choosing Each Answer	The author's MAIN purpose in this story is to
7.5%	○ create suspense and mystery.
3.9%	○ sell people on space travel.
12.5%	○ arouse concern for Frangibles.
67.1%	● create an imaginary space story.
6.3%	○ tell his personal feelings about events.
2.5%	○ I don't know.
0.3%	No response

*Space Trip, Martha S. Clapp, reprinted by permission of Martha S. Clapp.

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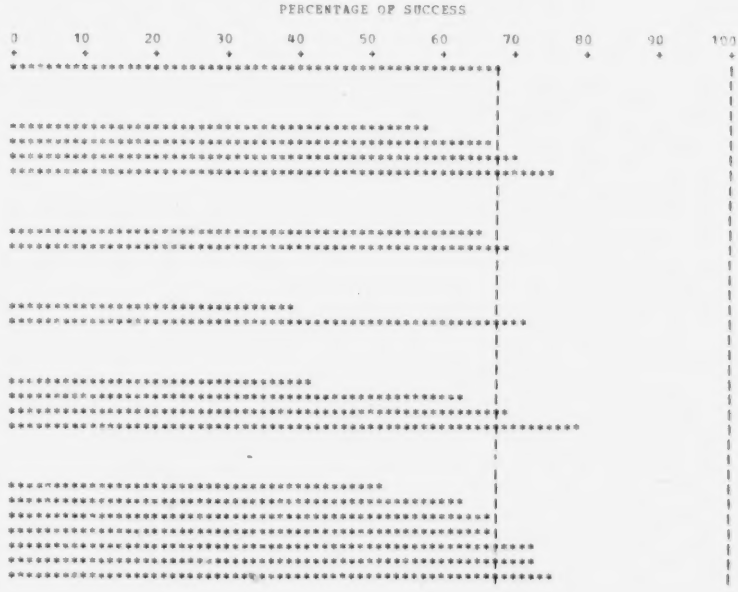
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
67.1	---	NATIONAL	
		REGION	
57.5	-9.5*		Southeast
66.7	-0.4		West
69.6	2.6		Central
74.4	7.3*		Northeast
		SEX	
65.4	-1.7		Male
68.7	1.6		Female
		COLOR	
39.2	-27.8*		Black
71.9	4.8*		White
		PARENTAL EDUCATION	
41.8	-25.3*		No High School
62.3	-4.8		Some High School
68.4	1.3		Graduated High Sch.
78.2	11.1*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
51.5	-15.6*		Extreme Inner City
62.6	-4.4		Extreme Rural
66.0	-1.0		Small City
66.1	-1.0		Medium City
72.0	4.9		Rest Of Big City
72.4	5.3*		Suburban Fringe
75.4	8.3*		Extreme Aff Suburb



Exercise 805 -- Age 13

Overlap: Age 9

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

After reading the story, 67% of the 13-year-olds correctly indicated that the main purpose of the story is to create an imaginary space story. Thirteen percent of the 13-year-olds suggested that the author's main purpose was to arouse concern for Frangibles; 8% to create suspense and mystery; 6% to tell his personal feelings about events; and 4% to sell people on space travel. Each of the suggested answers does refer to some facet of the author's intention.

Exercise 810 -- Age 13

You will be asked to figure out the meaning of a word from the way it is used in this poem. Read the poem carefully and answer the question on the next page.

AUTO WRECK*

1 Its quick soft silver bell beating, beating
2 And down the dark one ruby flare
3 Pulsing out red light like an artery,
4 The ambulance at top speed floating down
5 Past beacons and illuminated clocks
6 Wings in a heavy curve, dips down.
7 And brakes speed entering the crowd.
8 The doors leap open, emptying light;
9 Stretchers are laid out, the mangled lifted
10 And stowed into the little hospital.
11 Then the bell, breaking the hush, tolls once,
12 And the ambulance with its terrible cargo
13 Rocking, slightly rocking, moves away,
14 As the doors, an afterthought, are closed.

Nat'l % Choosing Each Answer	What does the word "Wings" in Line 6 mean in the context of this poem?
6.8%	○ Flies
59.8%	● Turns
11.3%	○ Parts of a building
10.7%	○ The forelimbs of a bird
10.8%	○ I don't know.
0.6%	No response

*Poems 1940-1953, Karl Shapiro, reprinted by permission of Random House, Inc.

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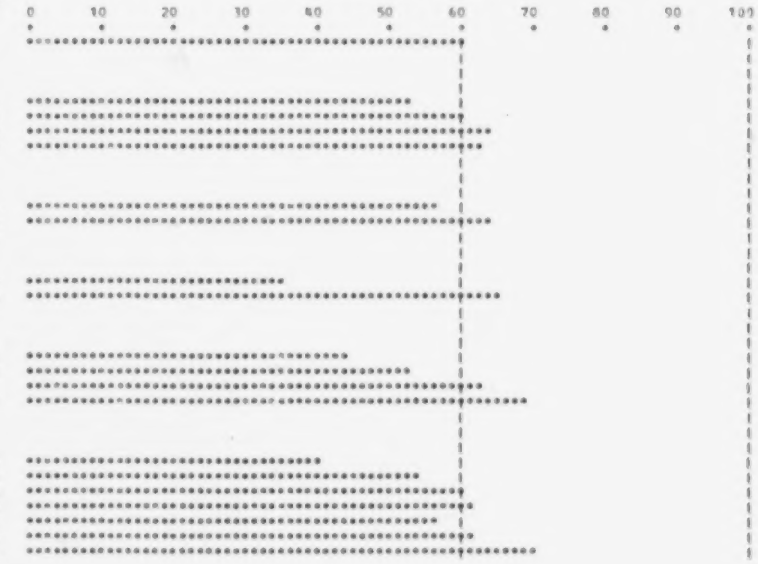
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE / GROUP
59.9	---	NATIONAL
		REGION
52.1	-7.6*	Southeast
60.3	0.3	West
63.3	3.5	Central
62.8	2.6	Northeast
		SEX
55.7	-4.0*	Male
63.5	3.7*	Female
		COLOR
34.4	-25.3*	Black
64.7	5.0*	White
		PARENTAL EDUCATION
43.5	-16.1*	No High School
52.4	-7.3*	Some High School
62.3	2.5	Graduated High Sch.
69.2	9.4*	Post High School
		SIZE-AND-TYPE OF COMMUNITY
40.2	-19.6*	Extreme Inner City
53.5	-6.3	Extreme Rural
60.6	0.9	Small City
61.5	1.7	Medium City
56.8	-3.3	Rest Of Big City
61.0	1.2	Suburban Fringe
69.9	10.1*	Extreme Aff Suburb



Exercise 810 -- Age 13

Overlap: Ages 9 and 17

Objective I: Comprehend what is read.
Subobjective B: Read phrases, clauses and sentences.

Three out of five 13-year-olds were able to correctly identify the meaning of the word wings in the context of the poem. Eleven percent of the 13-year-olds suggested that wings referred to parts of a building, and another 11% indicated that wings referred to the forelimbs of a bird--both common definitions of the word that do not at all apply to the poem. Seven percent suggested that wings is equivalent to flies, a more common metaphor to describe speedy turns.

Exercise #14 -- Age 13

Nat'l % Choosing Each Answer	Where would you probably see this sign?
44.6%	● On a highway
2.5%	○ On a gymnasium floor
47.2%	○ At a racetrack for horses
1.1%	○ In a grocery store
4.2%	○ I don't know.
0.2%	No response

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NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE/GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
44.6	---	NATIONAL	**********
		REGION	
41.5	-3.1	Southeast	**********
35.7	-8.8	West	********
49.5	3.9	Central	**********
49.6	5.0	Northeast	**********
		SEX	
50.1	5.5*	Male	**********
38.9	-5.8*	Female	*********
		COLOR	
22.0	-22.6*	Black	*****
48.5	3.9*	White	**********
		PARENTAL EDUCATION	
30.8	-16.2*	No High School	*******
31.3	-13.3*	Some High School	*******
48.1	-0.3	Graduated High Sch.	**********
55.3	11.2*	Post High School	**********
		SIZE-AND-TYPE OF COMMUNITY	
33.4	-11.2	Extreme Inner City	*******
41.5	-3.1	Extreme Rural	**********
43.8	-1.2	Small City	**********
47.7	3.1	Medium City	**********
26.5	-18.1*	Rest Of Big City	******
49.4	4.8	Suburban Fringe	**********
54.1	9.7*	Extreme Aff Suburb	**********

Exercise 814 -- Age 13

Overlap: Ages 9, 17 and Adult

Objective IV: Reason logically from what is read.
Subobjective A: Draw appropriate inferences from the material that is read and "read between the lines" where necessary.

Thirteen-year-olds were evenly divided between suggesting that the sign belongs on a highway and at a racetrack. As with 9-year-olds, the problem for 13-year-olds seems to be recognizing the meaning of the word horsepower. But quite unlike the unusual results for 9-year-olds, group effects for 13-year-olds seem to follow their normal pattern.

Exercise 819 -- Age 13

If you listen carefully to what a person says, you can usually tell a lot about him. Sometimes you can tell how he feels.

Read the passage and complete the sentence which follows it.

"I'll be glad when this TV show is over. I like stories about spies, not this one about cowboys and Indians. I get to pick the next show."

Nat'l % Choosing Each Answer	The person who said this
89.8%	● likes spy stories.
0.7%	○ doesn't like TV at all.
4.0%	○ doesn't care what TV show is on.
4.7%	○ likes stories about cowboys and Indians.
0.5%	○ I don't know.
0.4%	No response

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NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
89.4	---	NATIONAL	
		REGION	
85.1	-4.7*		Southeast
92.9	3.1*		West
91.2	1.4		Central
89.8	-0.0		Northeast
		SEX	
87.3	-2.8*		Male
92.9	3.0*		Female
		COLOR	
79.8	-10.0*		Black
91.8	2.0*		White
		PARENTAL EDUCATION	
81.9	-8.0*		No High School
90.7	0.8		Some High School
89.4	-0.4		Graduated High Sch.
94.6	4.8*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
82.9	-6.9		Extreme Inner City
87.3	-2.5		Extreme Rural
88.1	-1.7		Small City
90.5	0.7		Medium City
90.9	0.1		Rest Of Big City
91.9	2.1		Suburban Fringe
95.6	5.8*		Extreme Aff Suburb

PERCENTAGE OF SUCCESS

0 10 20 30 40 50 60 70 80 90 100

Exercise 819 -- Age 13

Overlap: Age 9

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

Almost nine tenths of the 13-year-olds recognized that the speaker likes spy stories. Since the speaker explicitly states that he does like stories about spies, the readers were not required to draw inferences.

Exercise 824 -- Age 13

Here is an ad from a national magazine. Read it and complete the sentences on the opposite page.

A FOREST'S FUTURE IS IN YOUR HANDS
Every tree, every shrub, and all our wildlife depend on you to help prevent forest fires. So please follow Smokey's ABC's: Always hold matches till cold. Be sure to drown all campfires, stir the ashes, and drown them again. Crush all smokes dead out.
Please! Only you can prevent forest fires.

(Reprinted by permission of The Advertising Council)

Nat'l % Choosing Each Answer	The purpose of this advertisement is to get you to
0.7%	○ enjoy camping.
2.9%	○ enjoy the wildlife.
93.6%	● protect the forests.
0.9%	○ plant trees properly.
0.7%	○ I don't know.
1.2%	No response

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NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
93.6	---	NATIONAL	
		REGION	
91.5	-2.1	Southeast	
92.4	-0.8	West	
94.8	1.2	Central	
95.2	1.6	Northeast	
		SEX	
90.7	-2.9*	Male	
96.7	3.1*	Female	
		COLOR	
78.4	-15.2*	Black	
96.2	2.6*	White	
		PARENTAL EDUCATION	
86.4	-7.2	No High School	
92.2	-1.4	Some High School	
95.5	1.9*	Graduated High Sch.	
96.8	3.2*	Post High School	
		SIZE-AND-TYPE OF COMMUNITY	
91.6	-2.0	Extreme Inner City	
92.9	-0.7	Extreme Rural	
93.5	0.9	Small City	
92.1	-0.5	Medium City	
88.9	-3.7	Rest Of Big City	
95.9	2.3	Suburban Fringe	
96.8	3.2*	Extreme Aff Suburb	

Exercise 824 -- Age 13

Overlap: Ages 17 and Adult

Objective IV: Reason logically from what is read.
Subobjective A: Draw appropriate inferences from the material that is read and "read between the lines" where necessary.

Almost all the 13-year-olds recognized that the advertisement encouraged readers to protect the forests. Clearly the purpose must be inferred, for it is not directly stated in the text itself.

Exercise 827 -- Age 13

Read the poem and answer the question which follows it.

> The more I speak, more useless seems the effect.
> My prayers can neither touch nor soften you.
> You take the bit in your teeth like a horse untamed,
> Fighting against the rein to have your way.
> And yet how frail, for all your vehemence,
> That science seems on which you do rely.
> Simply self-will falls strengthless to the ground
> When isolated from a mind that's sound.
>
> Consider, if my warning you ignore,
> How the successive and stupendous wave
> Of mounting agony break on your head.
>
> Do thou beware, look round, take cognizance,
> Nor think self-will stronger than common sense.*

Nat'l % Choosing Each Answer	Which word BEST describes the attitude of the speaker?
30.2%	● Exasperation
13.6%	○ Fear
13.6%	○ Indifference
9.6%	○ Loyalty
22.4%	○ Self-interest
10.0%	○ I don't know.
0.7%	No response

*Eight Great Tragedies, S. Barnet et al., editors, reprinted by permission of the New American Library.

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NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
30.2	---	NATIONAL		**********
		REGION		
25.4	-4.8		Southeast	*********
29.8	-0.5		West	**********
30.3	0.0		Central	**********
34.7	4.5		Northeast	************
		SEX		
29.9	-0.3		Male	**********
30.6	0.3		Female	**********
		COLOR		
17.5	-12.8*		Black	******
32.9	2.6*		White	**********
		PARENTAL EDUCATION		
16.9	-13.3*		No High School	******
23.9	-6.3*		Some High School	*********
25.1	-5.1*		Graduated High Sch.	*********
41.0	10.7*		Post High School	**********
		SIZE-AND-TYPE OF COMMUNITY		
23.3	-6.9*		Extreme Inner City	********
24.2	-6.0*		Extreme Rural	********
30.7	0.5		Small City	**********
29.7	-0.5		Medium City	**********
32.9	2.7		Rest Of Big City	**********
32.8	2.6		Suburban Fringe	**********
33.3	3.5		Extreme Aff Suburb	**********

Exercise 827 -- Age 13

Overlap: Ages 17 and Adult

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

After reading the poem, only 30% of the 13-year-olds correctly identified the attitude of the speaker as exasperated. Almost as many--22% of the students--suggested that the attitude was one of self-interest, a response which has some justification in that self-interest might have led to the persona's exasperation.

Exercise 831 -- Age 13

Read the passage and answer the question which follows it.

Johnny told Billy that he could make it rain any time he wanted to by stepping on a spider. Billy said he couldn't. Johnny stepped on a spider. That night it rained. The next day Johnny told Billy, "That proves I can make it rain any time I want to."

Nat'l % Choosing Each Answer	Was Johnny right?
16.0%	○ Yes
56.2%	● No
26.8%	○ Can't tell from the passage
1.0%	○ I don't know.
0.1%	No response

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NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
56.2	---	NATIONAL	**********
		REGION	
58.5	-1.7	Southeast	**********
61.6	-2.6	West	**********
55.2	-1.0	Central	**********
61.3	4.9	Northeast	**********
		SEX	
55.3	-0.8	Male	**********
57.0	0.8	Female	**********
		COLOR	
48.3	-11.9*	Black	**********
58.9	2.6*	White	**********
		PARENTAL EDUCATION	
51.1	-4.9	No High School	**********
51.3	-2.9	Some High School	**********
63.6	4.4*	Graduated High Sch.	**********
68.6	3.1*	Post High School	**********
		SIZE-AND-TYPE OF COMMUNITY	
46.1	-10.1	Extreme Inner City	**********
58.8	2.8	Extreme Rural	**********
54.1	-1.9	Small City	**********
57.9	1.6	Medium City	**********
54.3	-1.9	Rest Of Big City	**********
56.7	0.5	Suburban Fringe	**********
59.8	1.6	Extreme Aff Suburb	**********

Exercise 831 -- Age 13

Objective V: Make judgments concerning what is read.
Subobjective C: Make judgments about a work on the basis of what is found in the work itself.

After reading the passage, 56% of the 13-year-olds realized that the fact that it rained after a spider was crushed does not prove a cause-effect relationship. To answer the question correctly, a reader must draw a logical conclusion from the evidence presented.

Exercise 832 -- Age 13

Read the poem and answer the questions which follow it.

Fortune and Men's Eyes*

Shakespeare

When, in disgrace with fortune and men's eyes,
I all alone beweep my outcast state,
And trouble deaf heaven with my bootless cries,
And look upon myself and curse my fate,
Wishing me like to one more rich in hope,
Featured like him, like him with friends possessed
Desiring this man's art, and that man's scope,
With what I most enjoy contented least;
Yet in these thoughts myself almost despising,
Haply I think on thee; and then my state,
Like to the lark at break of day arising
From sullen earth, sings hymns at heaven's gate;
For thy sweet love remembered, such wealth brings
That then I scorn to change my state with kings.

Nat'l % Choosing Each Answer	In Line 3, "deaf heaven" refers to a
31.5%	○ quiet place.
24.7%	○ troubled place.
24.0%	● God who does not hear.
13.1%	○ Heaven for deaf people.
6.2%	○ I don't know.
0.6%	No response

*Sonnet 29.

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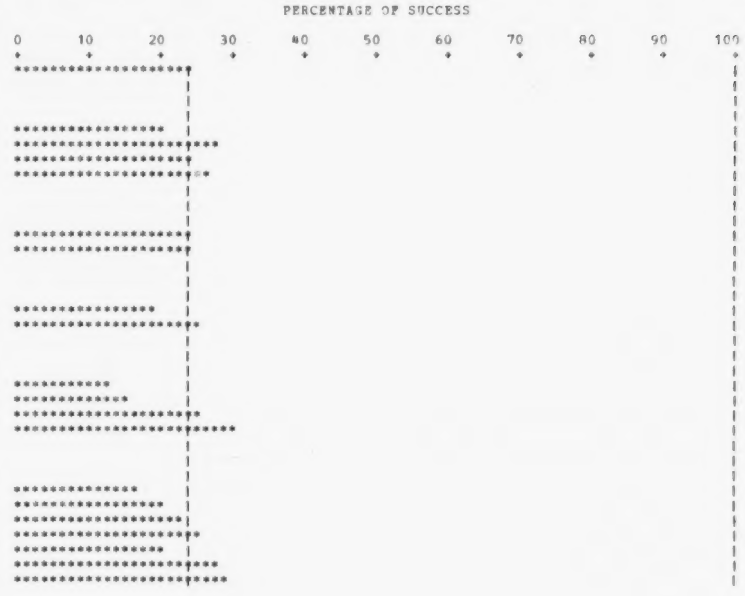
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
24.0	---	NATIONAL	
		REGION	
19.5	-4.5*		Southeast
27.2	3.2		West
23.6	-0.3		Central
25.8	1.8		Northeast
		SEX	
24.2	0.3		Male
23.7	-0.3		Female
		COLOR	
18.7	-5.2*		Black
24.6	0.6*		White
		PARENTAL EDUCATION	
13.0	-11.0*		No High School
15.0	-8.9*		Some High School
24.4	0.4		Graduated High Sch.
30.2	6.2*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
16.8	-7.1*		Extreme Inner City
20.2	-3.8		Extreme Rural
22.3	-1.6		Small City
25.3	1.3		Medium City
19.7	-4.2		Rest Of Big City
27.7	3.7		Suburban Fringe
28.9	5.0		Extreme Aff Suburb



Exercise 832 -- Age 13

Overlap: Age 17

Objective I: Comprehend what is read.
Subobjective B: Read phrases, clauses and sentences.

Only about a quarter of the 13-year-olds correctly identified the meaning of "deaf heaven" in Shakespeare's Sonnet 29. The phrase is especially complex because it is really a double metaphor: "deaf" refers to one who decides not to hear as opposed to one who physically cannot hear, and "heaven" refers to God.

Exercise 835 -- Age 13

ad the passage and answer the question which follows it.

I Skiing has recently become one of the more popular sports in the United States. Because of its popularity, thousands of winter vacationers are flying north rather than south. In many areas, reservations are required months ahead of time.

II I discovered the accommodation shortage through an unfortunate experience. On a sunny Saturday morning I set out from Denver for the beckoning slopes of Aspen, Colorado. After passing signs for other ski areas, I finally reached my destination. Naturally I lost no time in heading for the nearest tow. After a stimulating afternoon of miscalculated stem turns I was famished. Well, one thing led to another and it must have been eight o'clock before I concerned myself with a bed for my bruised and aching bones.

III It took precisely one phone call to ascertain the lack of lodgings in the Aspen area. I had but one recourse. My auto and I started the treacherous jaunt over the pass and back toward Denver. Along the way, I went begging for a bed. Finally a jolly tavernkeeper took pity and for only thirty dollars a night allowed me the privilege of staying in a musty, dirty, bathless room above his tavern.

Nat'l % Choosing Each Answer	Which paragraph or paragraphs in the passage are written from a personal point of view?
6.8%	Paragraph I
13.0%	Paragraph II
13.9%	Paragraph III
6.2%	Paragraphs I and II
54.5%	Paragraphs II and III
4.9%	I don't know.
0.7%	No response

709 35 1/1 05*X835015 P33005C9 11 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
58.5	---	NATIONAL	
		REGION	
58.1	-0.4	Southeast	
61.5	3.1	West	
56.5	2.0	Central	
59.1	0.6	Northeast	
		SEX	
47.8	-8.7*	Male	
63.5	5.0*	Female	
		COLOR	
48.6	-9.9*	Black	
67.4	7.9*	White	
		PARENTAL EDUCATION	
36.6	-17.0*	No High School	
50.6	-7.9*	Some High School	
63.2	4.7*	Graduated High Sch.	
61.8	7.3*	Post High School	
		SIZE-AND-TYPE OF COMMUNITY	
47.1	-7.4	Extreme Inner City	
51.9	-2.6	Extreme Rural	
53.2	-4.8	Small City	
55.8	1.2	Medium City	
52.6	-1.9	Rest Of Big City	
56.2	1.6	Suburban Fringe	
68.1	9.6*	Extreme Aff Suburb	

Exercise 835 -- Age 13

Overlap: Age 17

Objective V: Make judgments concerning what is read.
Subobjective C: Make judgments about a work on the basis of what is found in the work itself.

Slightly more than half of the 13-year-olds correctly identified Passages II and III as the ones that were written from a personal point of view. Sixty percent of those who failed to give the best answer suggested that Paragraph II or Paragraph III separately were written from a personal point of view.

Exercise 638 -- Age 13

Read the poem and answer the question which follows it.

My body a rounded stone
with a pattern of smooth seams.
My head a short snake,
retractive, protective.
My legs come out of their sleeves
or shrink within,
and so does my chin.
My eyelids are quick clamps.

My back is my roof.
I am always at home.
I travel where my house walks.
It is a smooth stone.
It floats within the lake,
or rests in the dust.
My flesh lives tenderly
inside its home.*

Nat'l % Choosing Each Answer	Which word BEST describes the speaker in the poem?
16.5%	○ Confused
50.3%	● Contented
5.0%	○ Excited
13.6%	○ Restless
9.9%	○ Unhappy
3.6%	○ I don't know.
0.9%	No response

*To Mix With Time, May Swenson, reprinted by permission of Charles Scribner's Sons.

??2 ?? 3/? 02*6830?2 ??2300C9 ?? ??

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP DIFFER?	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
53.3	---	NATIONAL	**********
		REGION	
38.0	-12.3*	Southeast	*******
51.7	1.4	West	**********
58.5	3.7	Central	**********
58.3	4.0	Northeast	**********
		SEX	
45.1	-5.0*	Male	*********
55.2	1.5*	Female	**********
		COLOR	
29.7	-21.3*	Black	******
56.1	1.0*	White	**********
		PARENTAL EDUCATION	
30.6	-19.7*	No High School	******
40.1	-10.0*	Some High School	********
52.6	2.3	Graduated High Sch.	**********
61.1	10.5*	Post High School	**********
		SIZE-AND-TYPE OF COMMUNITY	
41.6	-8.9	Extreme Inner City	********
36.0	-14.7*	Extreme Rural	*******
49.5	-0.8	Small City	**********
53.9	2.0	Medium City	**********
53.5	2.0	Rest Of Big City	**********
55.9	2.7	Suburban Fringe	**********
61.2	10.5*	Extreme Aff Suburb	**********

Exercise 838 -- Age 13

Overlap: Age 17

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

Half of the nation's 13-year-olds correctly described the persona of "Rounded Stone" as contented. The next highest percentage of 13-year-olds (17%) identified the speaker as confused --a response that is certainly understandable if the persona is assumed to be a human being.

Exercise 839 -- Age 13

Read the passage and answer the question which follows it.

We can't be satisfied with a static culture. There's work to be done if we're to survive. To stand still would be to perish. The discrepancy between man's technical power and the wisdom with which he uses it has grown conspicuously wider year by year. We become aware of it when an atomic bomb blasts an open gulf, but the separation has gone on steadily for a long time. It's no solution to put the brakes on science until man's wisdom and responsibility catch up. As frightening as it may seem--as mad as it may seem to the contemplative soul--science must go on. We can't put our rockets and our atomic piles in museums like the locomotives in Erewhon. But we must build men up to the same level. We can't retreat, but we must straighten our lines. We must reinforce the weak sectors--the behavioral and cultural sciences. We need a powerful science of behavior.*

Nat'l % Choosing Each Answer	The tone of the speaker is which of the following?
10.7%	○ Cynical
31.2%	● Earnest
15.1%	○ Ironical
9.4%	○ Sentimental
9.6%	○ Witty
21.0%	○ I don't know.
3.1%	No response

*Walden Two, B.F. Skinner, reprinted by permission of Macmillan Company.

713 07 1/1 02*X839012 R02000C0 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
11.1	---	NATIONAL	**********
		REGION	
27.9	-3.3	Southeast	**********
27.8	-3.8	West	**********
33.5	2.3	Central	**********
35.7	4.5*	Northeast	**********
		SEX	
27.9	-3.3*	Male	**********
34.0	2.9*	Female	**********
		COLOR	
19.3	-15.8*	Black	**********
33.9	2.8*	White	**********
		PARENTAL EDUCATION	
26.2	-5.0	No High School	**********
32.1	1.0	Some High School	**********
30.2	-0.9	Graduated High Sch.	**********
36.8	5.2*	Post High School	**********
		SIZE-AND-TYPE OF COMMUNITY	
19.7	-12.5*	Extreme Inner City	**********
27.5	-3.6	Extreme Rural	**********
35.0	3.9	Small City	**********
29.5	-2.6	Medium City	**********
23.4	-7.8*	Rest Of Big City	**********
30.5	-0.7	Suburban Fringe	**********
36.9	5.7	Extreme Aff Suburb	**********

Exercise 839 -- Age 13

Overlap: Ages 17 and Adult

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

Although only about 31% of the 13-year-olds correctly identified the tone of this relatively sophisticated passage from B. F. Skinner's Walden Two, earnest was marked more than twice as much as any other single choice. Over 20% of the students admitted not recognizing the tone of the passage.

Exercise 840 -- Age 13

Read the poem and answer the question which follows it.

My body a rounded stone
with a pattern of smooth seams,
My head a short snake,
retractive, protective.
My legs come out of their sleeves
or shrink within,
and so does my chin.
My eyelids are quick clamps.

My back is my roof.
I am always at home.
I travel where my house walks.
It is a smooth stone.
It floats within the lake,
or rests in the dust.
My flesh lives tenderly
inside its home.*

Nat'l % Choosing Each Answer	What is one method the poet uses to attract the reader's interest?
7.1%	○ The dramatic outcome
66.0%	● An unusual point of view
17.4%	○ Scientific detail about nature
8.9%	○ The use of regular rhymes and rhythms
14.5%	○ The relationship between the characters
5.7%	○ I don't know.
0.4%	No response

*To Mix With Time, May Swenson, reprinted by permission of Charles Scribner's Sons.

T91 52 1/1 02*4640342 8570UAC0 11 87 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF GROUP	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
66.0	---	NATIONAL		**********
		REGION		
57.1	-8.8*		Southeast	**********
65.4	2.6		West	**********
66.7	2.7		Central	**********
69.0	3.0		Northeast	**********
		SEX		
63.1	-2.9*		Male	**********
68.9	2.9*		Female	**********
		COLOR		
29.4	-37.5*		Black	**********
68.7	2.7*		White	**********
		PARENTAL EDUCATION		
56.6	-9.3*		No High School	**********
55.5	-10.5*		Some High School	**********
66.1	0.1		Graduated High Sch.	**********
74.5	8.5*		Post High School	**********
		SIZE AND TYPE OF COMMUNITY		
57.7	-11.8*		Extreme Inner City	**********
60.4	-5.1		Extreme Rural	**********
65.3	-1.0		Small City	**********
63.1	-2.6		Medium City	**********
63.5	-2.4		Rest Of Big Cities	**********
67.4	1.4		Suburban Fringe	**********
78.1	12.2*		Extreme Aff Suburb	**********

Exercise 840 -- Age 13

Overlap: Ages 17 and Adult

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

About half of the 13-year-olds recognized the method that May Swenson used to attract the reader's attention in "Rounded Stone."

The method, of course, is the unusual persona, yet about 83% of the 13-year-olds recognized that the persona of the poem is a turtle (see Exercise R802).

Exercise 841 -- Age 13

Read the story and answer the question which follows it.

In the past, flies were a lot bigger than they are now. My father used to throw rocks at them. My grandfather used to shoot them with a gun. And my great-grandfather told me that it used to take five men, a dog, two horses and sixteen cats to drag a single fly out of the kitchen.

Nat'l % Choosing Each Answer	Which explanation tells BEST how the writer makes this story funny?
9.8%	○ By using humorous sentence structure
74.5%	● By exaggerating the size of the flies
9.6%	○ By putting the events in some past time so the story becomes unreal
5.0%	○ By making the last sentence of the paragraph much longer than the rest
1.0%	○ I don't know.
0.1%	No response

713 16 3/1 02*X841912 B3200000 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS (0 10 20 30 40 50 60 70 80 90 100)
74.5	---	NATIONAL		
		REGION		
71.1	-3.3		Southeast	
72.1	-2.4		West	
75.3	0.7		Central	
79.6	5.1*		Northeast	
		SEX		
73.5	-1.0		Male	
75.4	0.9		Female	
		COLOR		
56.6	-18.0*		Black	
77.7	3.1*		White	
		PARENTAL EDUCATION		
66.8	-7.7*		No High School	
71.4	-3.2		Some High School	
75.1	0.6		Graduated High Sch.	
81.2	6.7*		Post High School	
		SIZE-AND-TYPE OF COMMUNITY		
59.9	-14.6*		Extreme Inner City	
68.6	-5.9		Extreme Rural	
75.3	0.8		Small City	
76.2	1.7		Medium City	
81.2	6.6		Rest Of Big City	
74.7	0.2		Suburban Fringe	
79.0	4.5		Extreme Aff Suburb	

Exercise 841 -- Age 13

Overlap: Age 17

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

Seventy-five percent of the 13-year-olds realized that exaggerating the size of the flies made the story funny. None of the other suggested answers in any way explained what made the story funny, and thus few students responded with those answers.

CHAPTER 5

RESULTS FOR AGE 17

The 17-year-olds participating in the 1970-71 Reading assessment fall into two classifications: (1) the "in-school" 17-year-olds and (2) the "out-of-school" 17-year-olds who were not enrolled in public or private schools either because of dropping out or early completion. The latter were included to provide in the assessment a more balanced representation of all 17-year-olds. The "in-school" 17-year-olds participating in the assessment were born between October 1, 1953, and September 30, 1954. About three fourths of them were enrolled in the eleventh grade; of the remainder, about half were enrolled in the tenth grade and about half in the twelfth grade. The "out-of-school" 17-year-olds who participated in the assessment were (1) not enrolled in public or private school during March, 1970, and were born between October, 1952, and September 30, 1953,[1] or (2) not enrolled in public or private school during January, 1971, and were born between October 1, 1953, and September 30, 1954.

First, we describe each group's overall behavior on the Theme 8 exercises; then we indicate those exercises on which specific group behaviors differ atypically from the group's median level. Finally, we present the individual released exercises along with the results.

Twenty-one specific behaviors on critical reading are summarized at age 17. Eleven of these represent released exercises described in detail. The other ten behaviors represent unreleased exercises to be used in future assessments. Exhibit 5-1 shows the distribution of the 21 behaviors for each group relative to the national level indicated by the Ø line. A group's median level of performance is indicated by an arrow (→). A typical behavior for the group is shown by a box with an X (☒), and an atypical behavior is indicated by an open box (☐).

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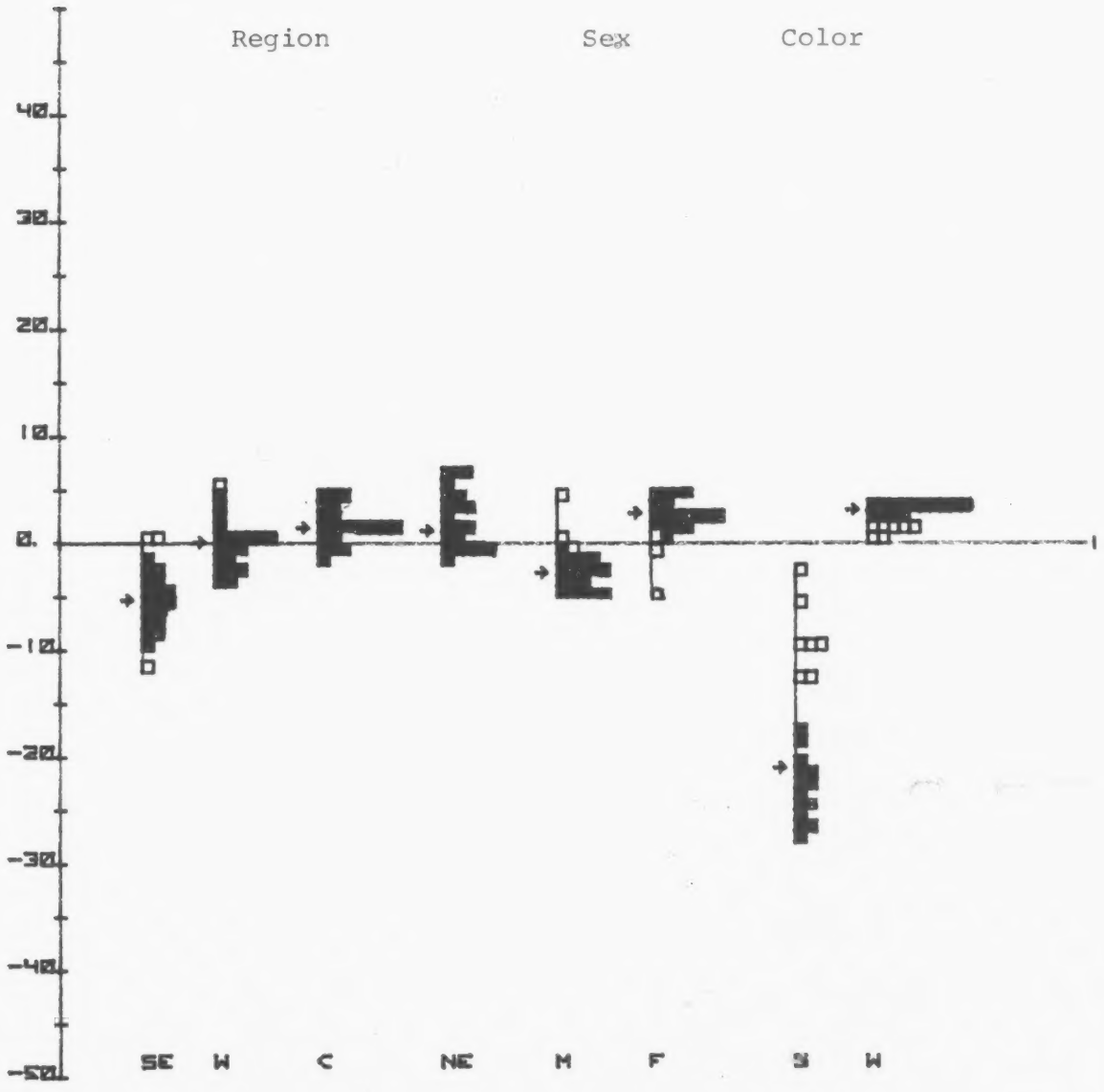
[1]These respondents were actually 18-year-olds who were included in the sample to obtain a larger representation. It was deemed that one year's difference in age would make little difference in the way they responded since they were out of school.

EXHIBIT 5-1A

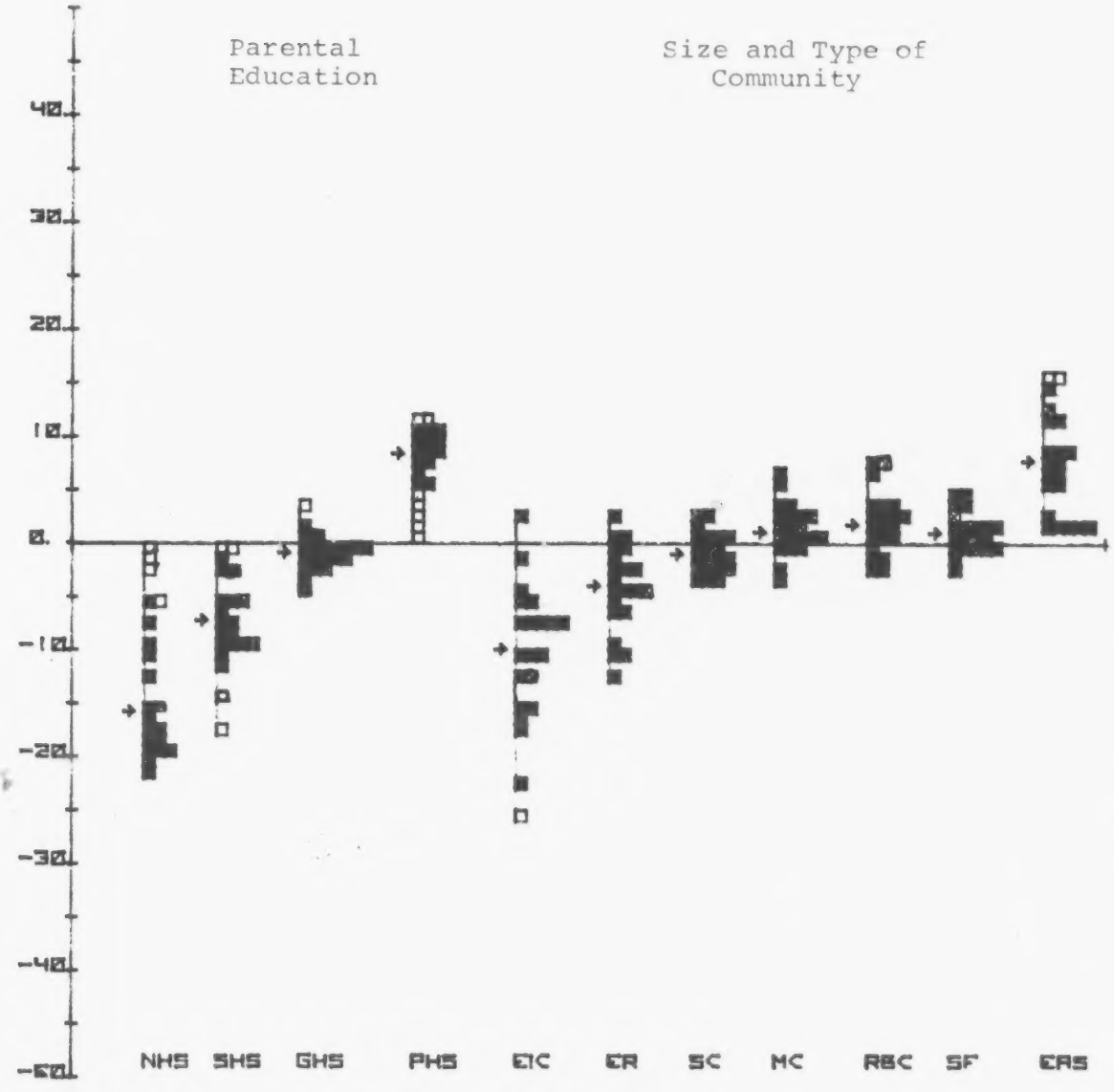
Distributions of Effects for Age 17



	SE	W	C	NE	M	F	B	W
Median Effect	-5.3	0.1	1.4	1.2	-2.8	2.8	-21.0	3.1

EXHIBIT 5-1B

Distributions of Effects for Age 17



	NHS	SHS	GHS	PHS	EIC	ER	SC	MC	RBC	SF	ERS
Median Effect	-15.8	-7.2	-0.9	8.4	-10.0	-4.1	-1.1	1.0	1.7	0.9	7.6

When a group's overall behavior has been described as tending to be above or below or as characteristically above or below the national level, a specific behavior for that group can be: (1) atypically farther from the national level than is the group's median level or (2) atypically closer to[2] the national level.

When a group's overall behavior has been described as being about the same as the national level, a specific behavior for that group can be atypically high or low relative to the group's median level.

Region

Only the Southeast, with a median effect of -5.3, recorded a characteristic direction. The group achieved a percentage atypically farther from the national level on Exercise R832, which requires understanding the metaphor "deaf heaven" in a Shakespearean sonnet. Nonetheless, the group achieved results atypically closer to the national level on two released exercises: R824, which requires identifying the purpose of a public service advertisement, and R841, which requires identifying the device used to make a passage humorous.

Both the West and Northeast achieved results very close to the national level. Only two atypical results were recorded for the groups: 17-year-olds in the West achieved an atypically high percentage of success on Exercise R832, and those in the Northeast attained atypically high results on Exercise U806, about the meaning of a metaphor from a scientific passage.

The Central region, with a median effect of 1.4, tended to perform above the national level. The group showed no atypical results.

Sex

Males achieved a median effect of -2.8, while females achieved a median effect of 2.8; both groups recorded characteristic directions. Both boys and girls achieved percentages atypically closer to the national level on Exercises R814, which

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[2]An atypical effect (or behavior) described as being closer to the national level may be: (1) less extreme in the same direction as a group's tendency or characteristic, or (2) it may occur in the opposite direction from the national level as the group's median level.

requires understanding the slogan about horsepower; R824, which requires identifying the purpose of public service advertisement; and U826, an unreleased exercise that requires identifying the probable source of a testimonial.

Color

Blacks, with a median effect of -21.0, characteristically performed below the national level, while Whites, with a median effect of 3.1, characteristically performed above the national level. Both groups obtained results atypically closer to the national level on many exercises. The released exercises in this group were R810, which requires understanding a metaphoric use of the word wings in the poem "Auto Wreck"; R824, again about the public service advertisement; R841, about the device an author used to make a passage humorous; and R842, which requires understanding the purpose of the metaphor "quick clamps" in the poem "Rounded Stone." The unreleased exercises in this group were U834, which requires understanding the mechanics of an extended metaphor, and U837, which requires identifying the attitude of the speaker in the quotation about criminal behavior.

Parental Education[3]

Both the no high school group, with a median effect of -15.8, and the some high school group, with a median effect of -7.2, characteristically performed below the national level. Both groups attained results atypically closer to the national level on Exercises R824 and U837. The no high school group alone achieved results atypically closer to the national level on Exercises R841, which requires identifying the device that made the passage humorous, and U822, which requires identifying the tone of one of the characters in a comic strip. The some high school group achieved percentages atypically farther from the national level on Exercises R814 (horsepower slogan) and U806 (metaphor in scientific passage).

The graduated from high school group, with a median effect of -0.9, tended to perform below the national level. But the group attained a percentage atypically closer to the national level on Exercise R835, which requires recognizing the tone of three passages about skiing.

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[3]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the parental education groups.

The post high school group, with a median effect of 8.4, characteristically performed above the national level. The group achieved a percentage atypically farther from the national level on Exercises R832, about the metaphor "deaf heaven" in a Shakespearean sonnet, and U806 (metaphor in scientific passage). However, the group achieved percentages atypically closer to the national level on several exercises: R810 (meaning of wings in context of poem), R824 (purpose of public service advertisement), R841 (device for making passage humorous), U834 (mechanics of extended metaphor) and U837 (attitude in quotation about criminal behavior).

Size and Type of Community[4]

The extreme inner city group, with a median effect of -10.0, characteristically performed below the national level. The group achieved results atypically farther from the national level on Exercise R814 (horsepower slogan).

The extreme rural group, with a median effect of -4.1, tended to perform below the national level on the exercises in Theme 8.

Results for the small city and suburban fringe groups were close to the national level, while both the medium city and rest of big city groups tended to perform above the national level. None of the four groups recorded any atypical results.

The extreme affluent suburb group, with a median effect of 7.6, characteristically performed above the national level. The group achieved results atypically farther from the national level on Exercises R827, which requires perceiving the attitude in the poem "More I Speak," and U833, an unreleased exercise about the purpose of a public service advertisement.

* * * * * * * * *

The data for each released exercise representing critical reading are presented as follows. The upper part of the left page shows the exercise number and age level. Then the exercise is shown exactly as it appeared to the respondent except that the correct choice is already marked. The percentage of 17-year-olds choosing each answer is also shown.

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[4]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the size and type of community groups.

The exhibit on the lower part of the page shows the national percentage of success and the percentage of success for each group both tabularly (leftmost column of figures) and graphically (horizontal bars). The second column of figures on the left side of the exhibit shows the effects for all groups with asterisks (*) indicating those that are reliably different from the national percentage of success. In addition to the percentages, the effects can also be seen graphically. Note the vertical dashed line descending from the end of the national percentage bar. This allows a visual comparison of each group percentage of success with the national percentage of success. The size and type of community information applies to "in-school" 17-year-olds only (labeled "17IS").

The right page again gives the exercise number and age level. It also gives the objective and major subobjective for which the exercise was written and a brief description of the exercise with unusual or interesting responses pointed out when appropriate.

Exercise 810 -- Age 17

You will be asked to figure out the meaning of a word from the way it is used in this poem. Read the poem carefully and answer the question on the next page.

AUTO WRECK*

1 Its quick soft silver bell beating, beating,
2 And down the dark one ruby flare
3 Pulsing out red light like an artery,
4 The ambulance at top speed floating down
5 Past beacons and illuminated clocks
6 Wings in a heavy curve, dips down,
7 And brakes speed entering the crowd.
8 The doors leap open, emptying light;
9 Stretchers are laid out, the mangled lifted
10 And stowed into the little hospital.
11 Then the bell, breaking the hush, tolls once,
12 And the ambulance with its terrible cargo
13 Rocking, slightly rocking, moves away,
14 As the doors, an afterthought, are closed.

Nat'l % Choosing Each Answer	What does the word "Wings" in Line 6 mean in the context of this poem?
7.8%	○ Flies
78.1%	● Turns
5.9%	○ Parts of a building
3.7%	○ The forelimbs of a bird
4.0%	○ I don't know.
0.5%	No response

*Poems 1940-1953, Karl Shapiro, reprinted by permission of Random House, Inc.

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NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS (0 10 20 30 40 50 60 70 80 90 100)
78.1	---	NATIONAL	**********
		REGION	
74.6	-3.5	Southeast	**********
78.7	0.6	West	**********
80.3	2.1	Central	**********
77.8	-0.3	Northeast	**********
		SEX	
74.8	-3.3*	Male	**********
81.1	2.9*	Female	**********
		COLOR	
66.1	-12.0*	Black	**********
79.5	1.4*	White	**********
		PARENTAL EDUCATION	
70.3	-7.9*	No High School	**********
75.5	-2.6	Some High School	**********
76.8	-1.3	Graduated High Sch.	**********
83.0	4.8*	Post High School	**********
79.2	---	NATIONAL(17IS ONLY)	**********
		SIZE-AND-TYPE OF COMMUNITY	
68.9	-10.3	Extreme Inner City	**********
79.7	0.5	Extreme Rural	**********
76.8	-2.4	Small City	**********
84.7	5.5*	Medium City	**********
77.8	-1.4	Rest Of Big City	**********
79.3	0.1	Suburban Fringe	**********
85.0	5.8	Extreme Aff Suburb	**********

Exercise 810 -- Age 17

Overlap: Ages 9 and 13

Objective I: Comprehend what is read.
Subobjective B: Read phrases, clauses and sentences.

Almost 80% of the 17-year-olds understood the metaphoric use of the word wings in Karl Shapiro's "Auto Wreck." Very few suggested the most common dictionary definitions of the word.

Exercise 814 -- Age 17

Nat'l % Choosing Each Answer	Where would you probably see this sign?
75.7%	● On a highway
2.2%	○ On a gymnasium floor
17.6%	○ At a racetrack for horses
0.4%	○ In a grocery store
3.3%	○ I don't know.
0.9%	No response

507 01 3/1 01*X814014 R00040C9 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE.....GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
75.7	---	NATIONAL	
		REGION	
70.2	-5.6*	Southeast	
74.8	-0.9	West	
79.1	3.4	Central	
76.7	1.1	Northeast	
		SEX	
80.1	8.5*	Male	
71.2	-4.5*	Female	
		COLOR	
50.1	-25.6*	Black	
79.3	3.6*	White	
		PARENTAL EDUCATION	
63.6	-12.0*	No High School	
57.9	-17.8*	Some High School	
74.8	-0.9	Graduated High Sch.	
85.9	10.1*	Post High School	
76.5	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
51.3	-25.2*	Extreme Inner City	
72.1	-4.4	Extreme Rural	
78.6	2.1	Small City	
77.8	1.3	Medium City	
80.2	3.6	Rest Of Big City	
76.5	-0.0	Suburban Fringe	
88.4	11.9*	Extreme Aff Suburb	

Exercise 814 -- Age 17

Overlap: Ages 9, 13 and Adult

Objective IV: Reason logically from what is read.
Subobjective A: Draw appropriate inferences from the material that is read and "read between the lines" where necessary.

About three quarters of the 17-year-olds recognized that the probable location of the horsepower slogan sign is on a highway. Decoding the slogan is not as easy as it might seem, as can be seen by looking at the results for lower ages.

Exercise 824 -- Age 17

Here is an ad from a national magazine. Read it and complete the sentences on the opposite page.

A FOREST'S FUTURE IS IN YOUR HANDS
Every tree, every shrub, and all our wildlife depend on you to help prevent forest fires. So please follow Smokey's ABC's: Always hold matches till cold. Be sure to drown all campfires, stir the ashes, and drown them again. Crush all smokes dead out.
Please! Only you can prevent forest fires

(Reprinted by permission of The Advertising Council.)

Nat'l % Choosing Each Answer	The purpose of this advertisement is to get you to
0.2%	○ enjoy camping.
1.1%	○ enjoy the wildlife.
97.6%	● protect the forests.
0.2%	○ plant trees properly.
0.2%	○ I don't know.
0.8%	No response

S07 09 4/1 03*X824014 R00040C0 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
97.6	---	NATIONAL	**********
		REGION	
97.7	0.1	Southeast	**********
97.7	0.1	West	**********
97.9	0.3	Central	**********
97.1	-0.4	Northeast	**********
		SEX	
97.2	-0.4	Male	**********
98.0	0.4	Female	**********
		COLOR	
91.8	-5.8*	Black	**********
98.4	0.8*	White	**********
		PARENTAL EDUCATION	
95.8	-0.8	No High School	**********
97.2	-0.4	Some High School	**********
98.3	0.7	Graduated High Sch.	**********
98.5	0.9*	Post High School	**********
98.0	---	NATIONAL(17IS ONLY)	**********
		SIZE-AND-TYPE OF COMMUNITY	
98.1	0.2	Extreme Inner City	**********
98.7	0.7	Extreme Rural	**********
97.4	-0.5	Small City	**********
98.9	0.8	Medium City	**********
95.7	-2.3	Rest Of Big City	**********
97.9	-0.1	Suburban Fringe	**********
99.7	1.8*	Extreme Aff Suburb	**********

Exercise 824 -- Age 17

Overlap: Ages 13 and Adult

Objective IV: Reason logically from what is read.
Subobjective A: Draw appropriate inferences from the material that is read and "read between the lines" where necessary.

Almost all the 17-year-olds recognized that this public service advertisement encourages readers to protect the forests. Clearly the purpose must be inferred, for it is not directly stated in the text itself.

Exercise 827 -- Age 17

Read the poem and answer the question which follows it.

The more I speak, more useless seems the effect.
My prayers can neither touch nor soften you.
You take the bit in your teeth like a horse untamed,
Fighting against the rein to have your way.
And yet how frail, for all your vehemence,
That science seems on which you do rely.
Simple self-will falls strengthless to the ground
When isolated from a mind that's sound.

Consider, if my warning you ignore,
How the successive and stupendous wave
of mounting agony breaks on your head.

Do thou beware, look round, take cognizance,
Nor think self-will stronger than common sense.*

Nat'l % Choosing Each Answer	Which word BEST describes the attitude of the speaker?
45.2%	● Exasperation
10.4%	○ Fear
13.2%	○ Indifference
8.5%	○ Loyalty
15.0%	○ Self-interest
7.1%	○ I don't know.
0.7%	No response

*Eight Great Tragedies, S. Barnet, et al., editors, reprinted by permission of the New American Library.

S07 07 3/1 01*X827012 R02000C0 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% of* SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
45.2	---	NATIONAL		**********
		REGION		
39.8	-5.3*		Southeast	********
44.8	-0.4		West	**********
43.6	-1.6		Central	**********
51.1	6.0*		Northeast	************
		SEX		
41.2	-4.0*		Male	********
49.2	4.0*		Female	**********
		COLOR		
24.5	-20.7*		Black	******
48.3	3.1*		White	**********
		PARENTAL EDUCATION		
27.0	-18.2*		No High School	*******
33.7	-11.4*		Some High School	*********
44.8	-0.4		Graduated High Sch.	**********
55.6	10.5*		Post High School	**************
45.8	---	NATIONAL(17IS ONLY)		**********
		SIZE-AND-TYPE OF COMMUNITY		
38.2	-7.6		Extreme Inner City	*********
41.0	-4.8		Extreme Rural	**********
44.3	-1.6		Small City	**********
43.2	-2.6		Medium City	**********
47.3	1.2		Rest Of Big City	**********
46.8	1.0		Suburban Fringe	**********
60.3	15.0*		Extreme Aff Suburb	**********

Exercise 827 -- Age 17

Overlap: Ages 13 and Adult

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

Almost half of the 17-year-olds correctly identified the speaker's attitude as one of exasperation. "More I Speak" is a difficult poem and the results show large group differences.

Exercise 832 -- Age 17

Read the poem and answer the questions which follow it.

Fortune and Men's Eyes*

Shakespeare

When, in disgrace with fortune and men's eyes,
I all alone beweep my outcast state,
And trouble deaf heaven with my bootless cries,
And look upon myself and curse my fate,
Wishing me like to one more rich in hope,
Featured like him, like him with friends possessed
Desiring this man's art, and that man's scope,
With what I most enjoy contented least;
Yet in these thoughts myself almost despising,
Haply I think on thee; and then my state,
Like to the lark at break of day arising
From sullen earth, sings hymns at heaven's gate;
For thy sweet love remembered, such wealth brings
That then I scorn to change my state with kings.

Nat'l % Choosing Each Answer	In Line 3, "deaf heaven" refers to a
24.0%	○ quiet place.
15.2%	○ troubled place.
51.5%	● God who does not hear.
5.4%	○ Heaven for deaf people.
3.3%	○ I don't know.
0.7%	No response

*Sonnet 29.

S08 12 3/1 03*X832011 R10000C0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
51.5	---	NATIONAL	**********
		REGION	
40.0	-11.5*	Southeast	********
56.7	5.2	West	**********
52.5	1.0	Central	**********
55.8	4.3	Northeast	**********
		SEX	
49.5	-2.0	Male	**********
53.5	2.0	Female	**********
		COLOR	
30.5	-21.0*	Black	*******
54.8	3.3*	White	**********
		PARENTAL EDUCATION	
34.0	-17.5*	No High School	********
42.3	-9.2*	Some High School	*********
47.7	-3.8	Graduated High Sch.	**********
63.2	11.7*	Post High School	**********
52.5	---	NATIONAL(17IS ONLY)	**********
		SIZE-AND-TYPE OF COMMUNITY	
36.4	-16.1*	Extreme Inner City	********
46.0	-6.5	Extreme Rural	**********
51.2	-1.3	Small City	**********
51.6	-0.9	Medium City	**********
55.9	3.4	Rest Of Big City	**********
54.1	1.6	Suburban Fringe	**********
67.4	14.9*	Extreme Aff Suburb	**********

Exercise 832 -- Age 17

Overlap: Age 13

Objective I: Comprehend what is read.
Subobjective B: Read phrases, clauses and sentences.

More than half of the nation's 17-year-olds correctly identified the meaning of "deaf heaven" in Shakespeare's Sonnet 29. The phrase is especially complex because it is really a double metaphor: "deaf" refers to one who decides not to hear as opposed to one who physically cannot hear and "heaven" refers to God.

Exercise 835 -- Age 17

Read the passage and answer the question which follows it.

I Skiing has recently become one of the more popular sports in the United States. Because of its popularity, thousands of winter vacationers are flying north rather than south. In many areas, reservations are required months ahead of time.

II I discovered the accommodation shortage through an unfortunate experience. On a sunny Saturday morning I set out from Denver for the beckoning slopes of Aspen, Colorado. After passing signs for other ski areas, I finally reached my destination. Naturally I lost no time in heading for the nearest tow. After a stimulating afternoon of miscalculated stem turns I was famished. Well, one thing led to another and it must have been eight o'clock before I concerned myself with a bed for my bruised and aching bones.

III It took precisely one phone call to ascertain the lack of lodgings in the Aspen area. I had but one recourse. My auto and I started the treacherous jaunt over the pass and back toward Denver. Along the way, I went begging for a bed. Finally a jolly tavernkeeper took pity and for only thirty dollars a night allowed me the privilege of staying in a musty, dirty, bathless room above his tavern.

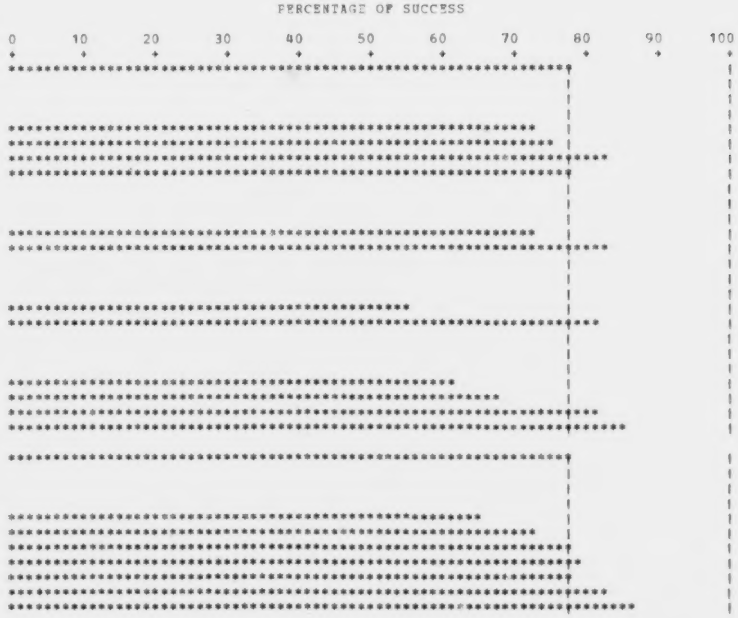
Nat'l % Choosing Each Answer	Which paragraph or paragraphs in the passage are written from a personal point of view?
4.1%	○ Paragraph I
7.1%	○ Paragraph II
5.0%	○ Paragraph III
4.0%	○ Paragraphs I and II
77.5%	● Paragraphs II and III
1.4%	○ I don't know.
0.7%	No response

S10 04 3/1 05*X835015 R00005C0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
77.5	---	NATIONAL	
		REGION	
72.2	-5.3*		Southeast
75.3	-2.2		West
82.2	4.7*		Central
78.1	0.6		Northeast
		SEX	
72.9	-4.6*		Male
82.0	4.5*		Female
		COLOR	
55.4	-22.1*		Black
80.8	3.3*		White
		PARENTAL EDUCATION	
61.1	-16.4*		No High School
67.2	-10.3*		Some High School
81.1	3.6*		Graduated High Sch.
84.6	7.1*		Post High School
77.8	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
65.6	-12.2*		Extreme Inner City
72.0	-5.8		Extreme Rural
77.5	-0.2		Small City
78.4	0.6		Medium City
77.3	-0.5		Rest Of Big City
82.6	4.9*		Suburban Fringe
86.0	8.2*		Extreme Aff Suburb

PERCENTAGE OF SUCCESS



Exercise 835 -- Age 17

Overlap: Age 13

Objective V: Make judgments concerning what is read.
Subobjective C: Make judgments about a work on the basis of what is found in the work itself.

More than three quarters of the 17-year-olds correctly identified Passages II and III as the ones written from a personal point of view. Most of the others identified either Passage II or Passage III alone as the one written from a personal point of view.

Exercise 838 -- Age 17

Read the poem and answer the question which follows it.

My body a rounded stone
with a pattern of smooth seams,
My head a short snake,
retractive, protective.
My legs come out of their sleeves
or shrink within,
and so does my chin.
My eyelids are quick clamps.

My back is my roof.
I am always at home.
I travel where my house walks.
It is a smooth stone.
It floats within the lake,
or rests in the dust.
My flesh lives tenderly
inside its home.*

Nat'l % Choosing Each Answer	Which word BEST describes the speaker in the poem?
9.6%	○ Confused
72.0%	● Contented
0.8%	○ Excited
8.1%	○ Restless
6.5%	○ Unhappy
2.7%	○ I don't know.
0.3%	No response

*To Mix With Time, May Swenson, reprinted by permission of Charles Scribner's Sons.

S05 11 3/1 02*X838012 R02000C0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
72.0	---	NATIONAL	
		REGION	
62.2	-9.8*	Southeast	
69.8	-2.2	West	
76.6	4.6*	Central	
75.6	3.6*	Northeast	
		SEX	
69.5	-2.5*	Male	
74.2	2.2*	Female	
		COLOR	
45.1	-26.9*	Black	
75.3	3.4*	White	
		PARENTAL EDUCATION	
51.6	-20.4*	No High School	
63.7	-8.3*	Some High School	
70.0	-2.0	Graduated High Sch.	
80.1	8.8*	Post High School	
73.2	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
65.4	-7.8	Extreme Inner City	
62.9	-10.2*	Extreme Rural	
70.4	-2.8	Small City	
76.5	3.3	Medium City	
80.1	6.9*	Rest Of Big City	
72.6	-0.5	Suburban Fringe	
81.4	8.2*	Extreme Aff Suburb	

Exercise 838 -- Age 17

Overlap: Age 13

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

About seven out of ten 17-year-olds were able to describe the persona of "Rounded Stone" as contented. The speaker's attitude is clearly characterized only in the last lines of the poem, and even then much abstraction is necessary to select the correct answer.

Exercise 839 -- Age 17

Read the passage and answer the question which follows it.

We can't be satisfied with a static culture. There's work to be done if we're to survive. To stand still would be to perish. The discrepancy between man's technical power and the wisdom with which he uses it has grown conspicuously wider year by year. We become aware of it when an atomic bomb blasts an open gulf, but the separation has gone on steadily for a long time. It's no solution to put the brakes on science until man's wisdom and responsibility catch up. As frightening as it may seem--as mad as it may seem to the contemplative soul--science must go on. We can't put our rockets and our atomic piles in museums like the locomotives in Erewhon. But we must build men up to the same level. We can't retreat, but we must straighten our lines. We must reinforce the weak sectors--the behavioral and cultural sciences. We need a powerful science of behavior.*

Nat'l % Choosing Each Answer	The tone of the speaker is which of the following?
13.5%	○ Cynical
56.0%	● Earnest
11.7%	○ Ironical
4.0%	○ Sentimental
5.7%	○ Witty
8.7%	○ I don't know.
0.3%	No response

*Walden Two, B. F. Skinner, reprinted by permission of the Macmillan Company.

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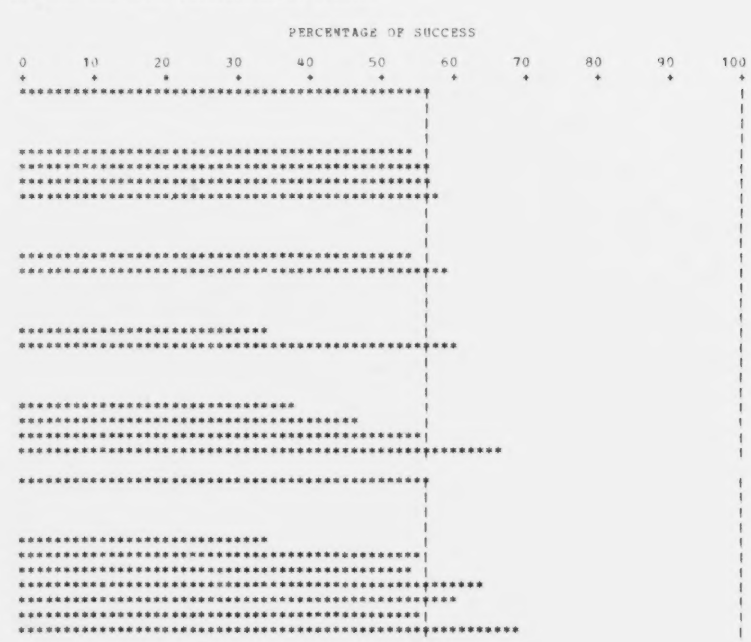
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
56.0	---	NATIONAL	
		REGION	
53.7	-2.3		Southeast
56.7	0.6		West
56.4	0.3		Central
57.1	1.1		Northeast
		SEX	
53.3	-2.8*		Male
58.8	2.8*		Female
		COLOR	
33.6	-22.4*		Black
59.7	3.7*		White
		PARENTAL EDUCATION	
37.0	-19.0*		No High School
46.3	-9.7*		Some High School
54.8	-1.2		Graduated High Sch.
66.8	10.7*		Post High School
56.5	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
34.3	-22.2*		Extreme Inner City
55.6	-0.9		Extreme Rural
53.5	-3.0		Small City
63.1	6.8*		Medium City
60.4	3.9		Rest Of Big City
54.4	-2.1		Suburban Fringe
68.4	11.9*		Extreme Aff Suburb



Exercise 839 -- Age 17

Overlap: Ages 13 and Adult

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

More than half of the 17-year-olds perceived the tone of this sophisticated passage from B.F. Skinner's Walden Two. But the sentences beginning "We can't...must...need" might make the tone accessible even to those who don't understand the subject of the passage.

Exercise 840 -- Age 17

Read the poem and answer the question which follows it.

My body a rounded stone
with a pattern of smooth seams.
My head a short snake,
retractive, protective.
My legs come out of their sleeves
or shrink within,
and so does my chin.
My eyelids are quick clamps.

My back is my roof.
I am always at home.
I travel where my house walks.
It is a smooth stone.
It floats within the lake,
or rests in the dust.
My flesh lives tenderly
inside its home.*

Nat'l % Choosing Each Answer	What is one method the poet uses to attract the reader's interest?
3.6%	○ The dramatic outcome
52.9%	● An unusual point of view
18.0	○ Scientific detail about nature
5.3%	○ The use of regular rhymes and rhythms
14.5%	○ The relationship between the characters
5.2%	○ I don't know.
0.6%	No response

*To Mix With Time, May Swenson, reprinted by permission of Charles Scribner's Sons.

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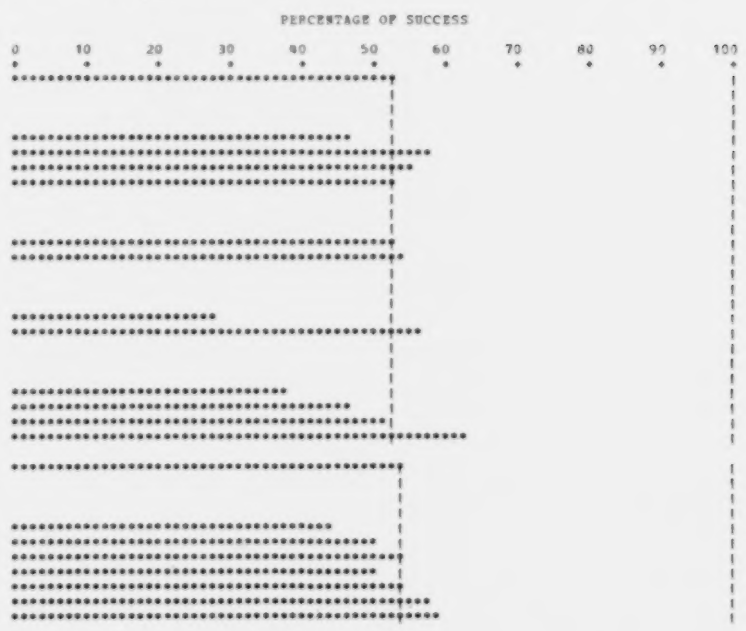
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
52.9	---	NATIONAL	
		REGION	
46.0	-6.9*		Southeast
57.2	4.3*		West
54.7	1.8		Central
52.2	-0.7		Northeast
		SEX	
52.1	-0.8		Male
53.7	0.8		Female
		COLOR	
26.9	-26.0*		Black
56.3	3.4*		White
		PARENTAL EDUCATION	
37.2	-15.8*		No High School
45.7	-7.2*		Some High School
51.2	-1.8		Graduated High Sch.
62.2	9.3*		Post High School
53.4	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
43.5	-10.0*		Extreme Inner City
49.7	-3.8		Extreme Rural
54.2	0.8		Small City
49.8	-3.6		Medium City
54.2	0.8		Rest Of Big City
57.0	3.5		Suburban Fringe
59.0	5.5		Extreme Aff Suburb



Exercise 840 -- Age 17

Overlap: Ages 13 and Adult

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

About 53% of the 17-year-olds correctly identified an unusual point of view as the method May Swenson used to attract the reader's interest in "Rounded Stone." The results show an increase of only about 7 percentage points over the 13-year-olds' results.

Exercise B41 -- Age 17

Read the story and answer the question which follows it.

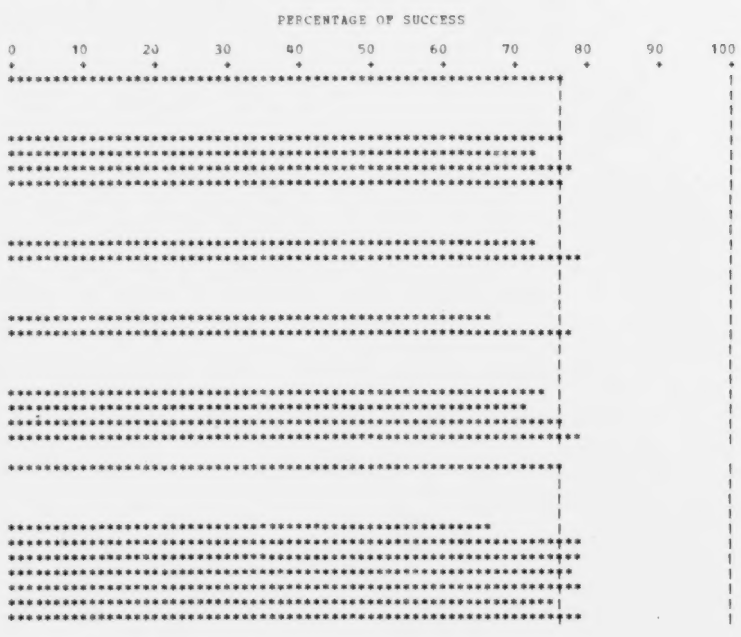
In the past, flies were a lot bigger than they are now. My father used to throw rocks at them. My grandfather used to shoot them with a gun. And my great-grandfather told me that it used to take five men, a dog, two horses and sixteen cats to drag a single fly out of the kitchen.

Nat'l % Choosing Each Answer	Which explanation tells BEST how the writer makes this story funny?
6.6%	○ By using humorous sentence structure
75.8%	● By exaggerating the size of the flies
10.7%	○ By putting the events in some past time so the story becomes unreal
5.4%	○ By making the last sentence of the paragraph much longer than the rest
0.9%	○ I don't know.
0.5%	No response

S07 17 3/1 02*Y841012 R02000C0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
76.9	---	NATIONAL	
		REGION	
76.2	0.3		Southeast
73.1	-2.8		West
77.3	1.5		Central
76.4	2.6		Northeast
		SEX	
73.0	-2.9*		Male
78.7	2.9*		Female
		COLOR	
66.3	-9.6*		Black
77.3	1.5*		White
		PARENTAL EDUCATION	
74.1	-1.8		No High School
70.8	-5.0*		Some High School
76.5	0.6		Graduated High Sch.
79.1	3.3*		Post High School
76.7	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
66.6	-10.1*		Extreme Inner City
79.1	2.4		Extreme Rural
78.2	1.5		Small City
77.7	1.1		Medium City
79.8	2.1		Rest Of Big City
74.8	-1.9		Suburban Fringe
78.4	1.7		Extreme Aff Suburb



Exercise 841 -- Age 17

Overlap: Age 13

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

About three quarters of the 17-year-olds recognized that exaggerating the size of flies makes the story funny. The age level shows virtually no improvement over the 13-year-olds, who also recorded a percentage of 75.

Exercise 842 -- Age 17

Read the poem and answer the question which follows it.

My body a rounded stone
with a pattern of smooth seams,
My head a short snake,
retractive, protective.
My legs come out of their sleeves
or shrink within,
and so does my chin.
My eyelids are quick clamps.

My back is my roof.
I am always at home.
I travel where my house walks.
It is a smooth stone.
It floats within the lake,
or rests in the dust.
My flesh lives tenderly
inside its home.*

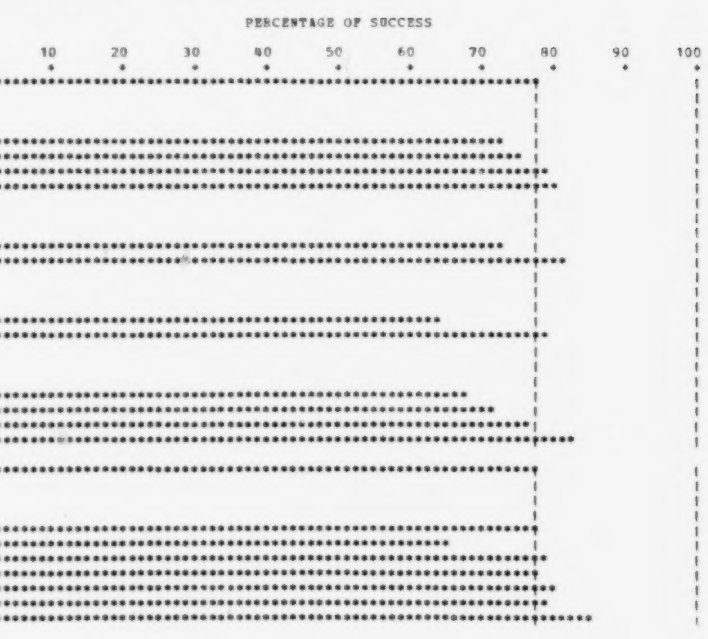
Nat'l % Choosing Each Answer	Why is the phrase "quick clamps" a good one to describe the eyes of this creature?
5.9%	○ It is scientifically accurate.
77.1%	● It suggests the eyes' rapid shutting movement.
3.5%	○ The rhythm repeats that of the preceding line.
6.7%	○ It is a dramatic climax to the preceding lines.
6.0%	○ I don't know.
0.9%	No response

*To Mix With Time, May Swenson, reprinted by permission of Charles Scribner's Sons.

S10 13 3/1 02*I842012 B02000C0 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP
77.1	---	NATIONAL
		REGION
73.0	-4.1*	Southeast
75.6	-1.5	West
78.1	1.0	Central
80.5	3.4*	Northeast
		SEX
73.1	-4.0*	Male
81.0	3.9*	Female
		COLOR
64.2	-12.9*	Black
78.8	1.8*	White
		PARENTAL EDUCATION
67.7	-9.4*	No High School
71.9	-5.2*	Some High School
76.8	-0.3	Graduated High Sch.
83.1	6.0*	Post High School
78.0	---	NATIONAL(17IS ONLY)
		SIZE-AND-TYPE OF COMMUNITY
77.0	-1.0	Extreme Inner City
65.2	-12.7*	Extreme Rural
78.6	0.6	Small City
77.3	-0.7	Medium City
79.7	1.7	Rest Of Big City
78.9	0.9	Suburban Fringe
84.6	6.6*	Extreme Aff Suburb



Exercise 842 -- Age 17

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

More than three quarters of the 17-year-olds understood that the metaphor "quick clamps" suggests the rapid shutting movement of a turtle's eyes.

CHAPTER 6

RESULTS FOR YOUNG ADULTS

The young adults (ages 26-35) participating in the 1970-71 Reading assessment were born between April 1, 1935, and March 31, 1945.

First, we describe each group's overall behavior on the Theme 8 exercises, then we indicate those exercises on which specific group behaviors differ atypically from the group's median level. Finally, we present the individual exercises along with their results.

Twelve specific effects (behaviors) on critical reading are summarized at the young adult level. Five specific behaviors for the young adults are described in detail. Exhibit 6-1 shows the distribution of the twelve behaviors for each group relative to the national level indicated by the Ø line. A group's median level is indicated by an arrow (→). A typical behavior for the group is shown by a box with an X (☒), and an atypical behavior is indicated by an open box (☐).

When a group's overall behavior has been described as tending to be above or below or as characteristically above or below the national level, a specific behavior for that group can be: (1) atypically farther from the national level than is the group's median level or (2) atypically closer to[1] the national level.

When a group's overall behavior has been described as being about the same as the national level, a specific behavior can be atypically high or low relative to the group's median level.

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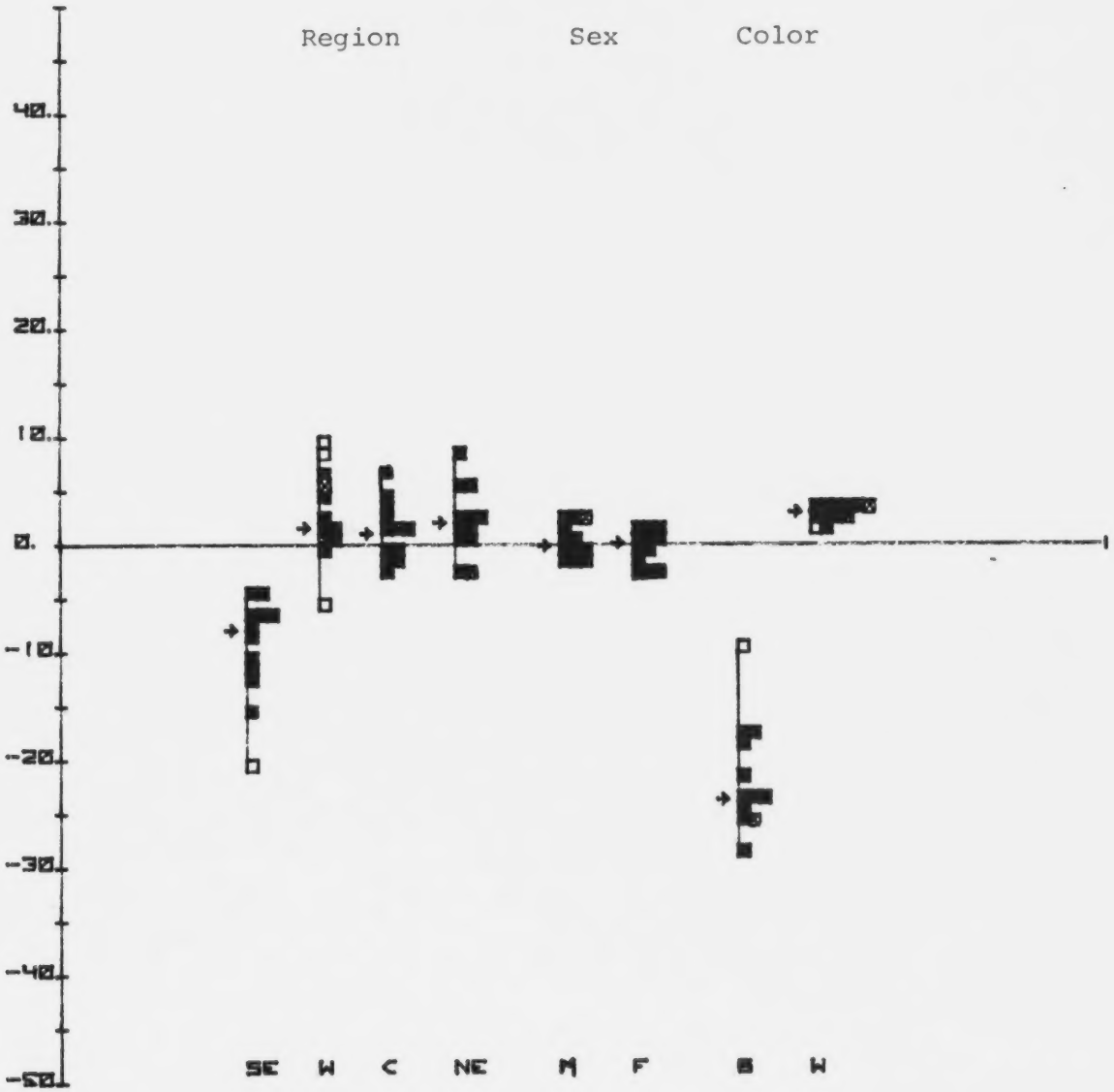
[1]An atypical effect (or behavior) described as being closer to the national level may be: (1) less extreme in the same direction as a group's tendency or characteristic, or (2) it may occur in the opposite direction from the national level as the group's median level.

EXHIBIT 6-1A

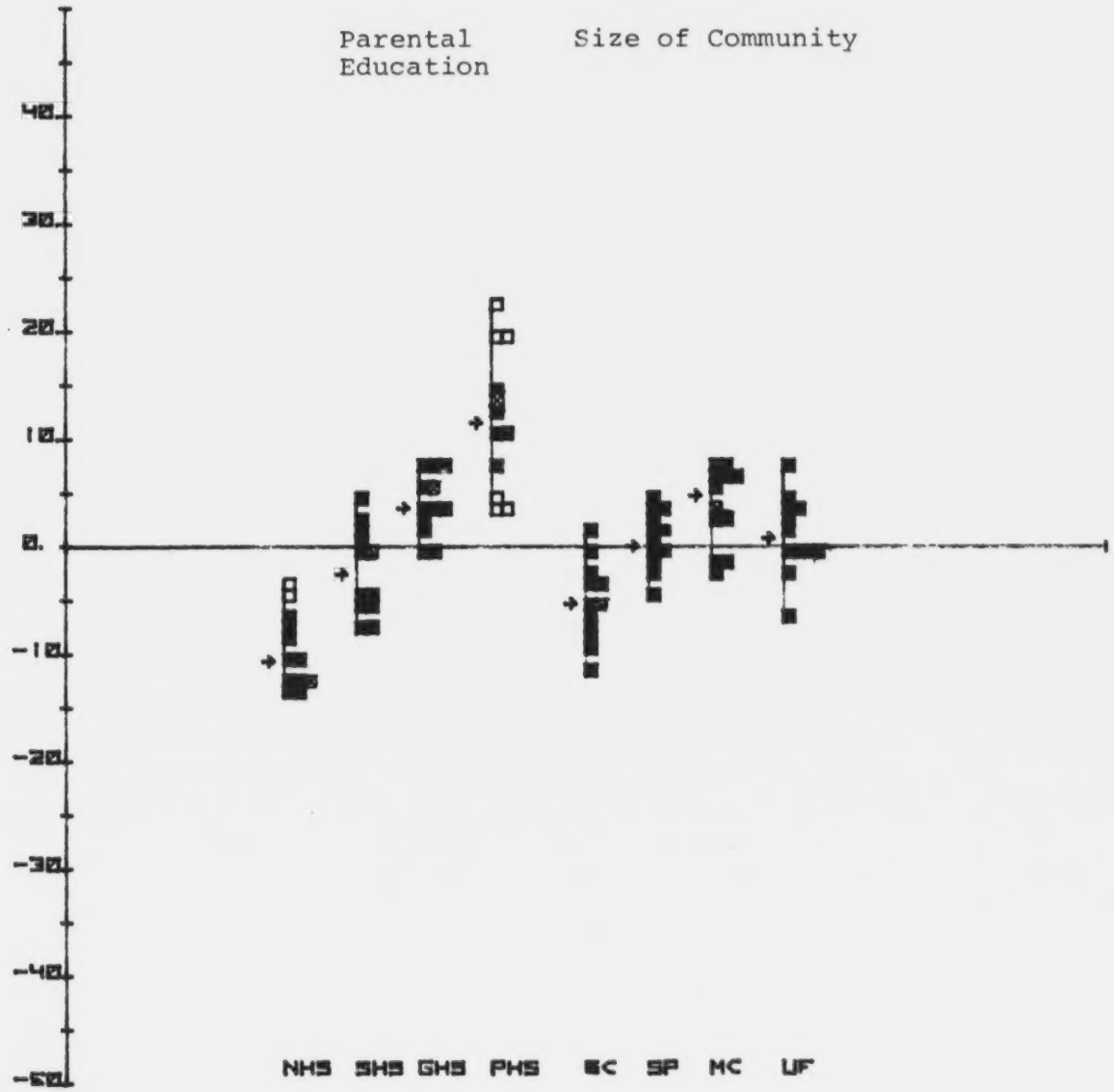
Distributions of Effects for Adults



Median Effect	-7.9		1.0		-0.1		-23.7	
		1.6		2.0		0.1		3.0

EXHIBIT 6-1B

Distributions of Effects for Adults



	NHS	SHS	GHS	PHS	EC	SP	MC	UF
Median Effect	-10.7	-2.6	3.5	11.5	-5.4	0.0	4.7	0.8

Region

Adults in the Southeast attained a median effect of -7.9 and characteristically performed below the national level. The group attained a percentage atypically farther from the national level on Exercise R840, which required identifying the method of attracting the reader's attention in the poem "Rounded Stone."

Adults in the West, with a median effect of 1.6, tended to perform above the national level. The group achieved results atypically farther from the national level on Exercises R840 and R827, the latter about the speaker's attitude in the poem "More I Speak." The group also achieved results atypically closer to the national level on Exercise U822, which required identifying the tone of the character in a comic strip.

Adults in the Central region, with a median effect of 1.0, tended to perform at about the national level, while adults in the Northeast, with a median effect of 2.0, tended to perform above the national level. Neither group recorded any atypical results.

Sex

Both men and women performed at about the national level on all the exercises in Theme 8.

Color

Black adults, with a median effect of -23.7, characteristically performed below the national level, while White adults, with a median effect of 3.0, characteristically performed above the national level. Both groups attained percentages atypically farther from the national level on Exercise R824, which requires identifying the purpose of a public service advertisement.

Parental Education[2]

The no high school group, with a median effect of -10.7, characteristically performed below the national level. Nonetheless, the group achieved results atypically closer to the national

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[2]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the parental education groups.

level on Exercises R824 (purpose of public service advertisement) and U822 (tone of character in comic strip).

The some high school group consistently performed at about the national level.

The graduated from high school group, with a median effect of 3.5, tended to perform above the national level, but the group showed no atypical results.

The post high school group, with a median effect of 11.5, characteristically performed above the national level, and the group showed many atypical results. The group achieved percentages atypically farther from the national level on Exercises R827 (attitude of speaker in "More I Speak"), R840 (method of attracting reader's attention in "Rounded Stone") and U818, an unreleased exercise that involves identifying the satirical tone in a political passage. The group also achieved percentages atypically closer to the national level on Exercises R814, which requires understanding the slogan about horsepower; R824, about a public service advertisement; and U822, about the tone of a character in a comic strip.

Size of Community[3]

The big city group, with a median effect of -5.4, tended to perform below the national level, while the medium city group, with a median effect of 4.7, tended to perform above the national level. Results for both the small place group and the urban fringe group were close to the national level. None of the four groups recorded any atypical results.

* * * * * * * * *

The data for the released exercise representing critical reading are presented as follows. The upper part of the left page shows the exercise number and age level. Then the exercise is shown exactly as it appeared to the respondent except that the correct choice is marked. The percentage of young adults choosing each answer is also shown.

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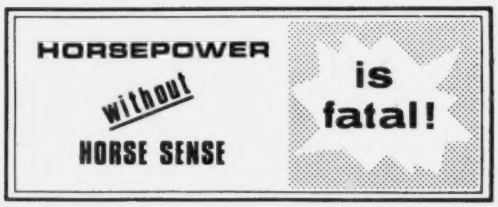
[3]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the size of community groups.

The exhibit on the lower part of the page shows the national percentage of success and the percentage of success for each group both tabularly (leftmost column of figures) and graphically (horizontal bars). The second column of figures on the left side of the exhibit shows the effects for all groups with asterisks (*) indicating those that are reliably different from the national percentage of success. In addition to the percentages, the effects can also be seen graphically. Note the dashed vertical line descending from the end of the national percentage bar. This allows a visual comparison of each group percentage of success with the national percentage of success.

The right page again gives the exercise number and age level. It also gives the objective and major subobjective for which the exercise was written and a brief description of the exercise with unusual or interesting responses pointed out when appropriate.

RELEASED EXERCISES

Exercise 814 -- Adult



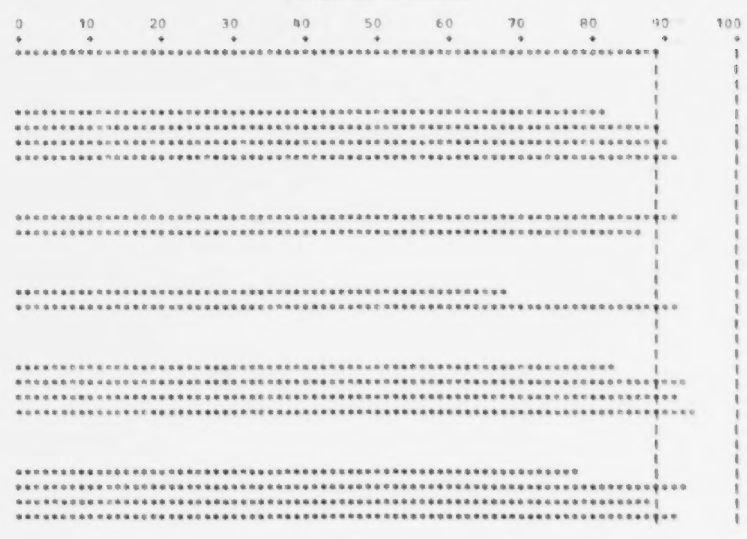
Nat'l % Choosing Each Answer	Where would you probably see this sign?
88.4%	● On a highway
1.1%	○ On a gymnasium floor
7.0%	○ At a racetrack for horses
0.6%	○ In a grocery store
1.8%	○ I don't know.
1.1%	No response

A03 38 3/1 01*X814014 R00040C9 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
88.4	---	NATIONAL	
		REGION	
81.5	-6.9*		Southeast
89.4	0.0		West
89.8	1.4		Central
91.2	2.9		Northeast
		SEX	
91.1	2.7*		Male
85.9	-2.6*		Female
		COLOR	
67.2	-21.2*		Black
91.2	2.8*		White
		PARENTAL EDUCATION	
82.1	-6.2*		No High School
92.4	4.0*		Some High School
91.5	3.2		Graduated High Sch.
93.2	4.9*		Post High School
		SIZE OF COMMUNITY	
77.1	-11.3*		Big City
92.0	3.6*		Small Place
87.1	-1.3		Medium City
91.4	3.0		Urban Fringe

PERCENTAGE OF SUCCESS



Exercise 814 -- Adult

Overlap: Ages 9, 13 and 17

Objective IV: Reason logically from what is read.
Subobjective A: Draw appropriate inferences from the material that is read and "read between the lines" where necessary.

Almost nine tenths of the nation's young adults recognized that the probable location of the horsepower slogan is on a highway. Very few adults confused horsepower with horses.

Exercise 824 -- Adult

Here is an ad from a national magazine. Read it and complete the sentences on the opposite page.

A FOREST'S FUTURE IS IN YOUR HANDS
Every tree, every shrub, and all our wildlife depend on you to help prevent forest fires. So please follow Smokey's ABC's: Always hold matches till cold. Be sure to drown all campfires, stir the ashes, and drown them again. Crush all smokes dead out.
Please! Only you can prevent forest fires

(Reprinted by permission of The Advertising Council.)

Nat'l % Choosing Each Answer	The purpose of this advertisement is to get you to
0.5%	○ enjoy camping.
1.1%	○ enjoy the wildlife.
96.1%	● protect the forests.
0.7%	○ plant trees properly.
0.6%	○ I don't know.
1.0%	No response

A05 02 4/1 03*X824014 R0004CC0 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
96.0	---	NATIONAL		**********
		REGION		
91.9	-4.1		Southeast	**********
98.0	2.0*		West	**********
95.9	-0.1		Central	**********
96.9	0.9		Northeast	**********
		SEX		
96.3	0.3		Male	**********
95.8	-0.2		Female	**********
		COLOR		
96.2	-9.8*		Black	**********
97.2	1.1*		White	**********
		PARENTAL EDUCATION		
92.8	-3.3*		No High School	**********
98.0	2.0*		Some High School	**********
95.9	-0.1		Graduated High Sch.	**********
99.6	3.5*		Post High School	**********
		SIZE OF COMMUNITY		
92.4	-3.7		Big City	**********
95.8	-0.2		Small Place	**********
98.7	2.6*		Medium City	**********
99.3	2.2*		Urban Fringe	**********

Exercise 824 -- Adult

Overlap: Ages 13 and 17

Objective IV: Reason logically from what is read.
Subobjective A: Draw appropriate inferences from the material that is read and "read between the lines" where necessary.

Almost all adults recognized that this public service advertisement encourages readers to protect the forests. Clearly the purpose must be inferred, for it is not directly stated in the text itself.

Exercise 827 -- Adult

Read the poem and answer the question which follows it.

The more I speak, more useless seems the effect.
My prayers can neither touch nor soften you.
You take the bit in your teeth like a horse untamed,
Fighting against the rein to have your way.
And yet how frail, for all your vehemence,
That science seems on which you do rely.
Simple self-will falls strengthless to the ground
When isolated from a mind that's sound.

Consider, if my warning you ignore,
How the successive and stupendous wave
of mounting agony breaks on your head.

Do thou beware, look round, take cognizance,
Nor think self-will stronger than common sense.*

Nat'l % Choosing Each Answer	Which word BEST describes the attitude of the speaker?
55.3%	● Exasperation
7.9%	○ Fear
8.9%	○ Indifference
6.3%	○ Loyalty
13.5%	○ Self-interest
7.0%	○ I don't know.
1.2%	No response

*Eight Great Tragedies, S. Barnet, et al., editors, reprinted by permission of the New American Library.

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NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
55.3	---	NATIONAL	
		REGION	
44.4	-10.9*	Southeast	
64.0	8.7*	West	
53.0	-2.3	Central	
56.3	1.0	Northeast	
		SEX	
54.8	-0.5	Male	
55.8	0.5	Female	
		COLOR	
30.3	-25.0*	Black	
58.5	3.2*	White	
		PARENTAL EDUCATION	
41.4	-13.9*	No High School	
51.1	-4.2	Some High School	
60.4	5.1*	Graduated High Sch.	
75.2	19.9*	Post High School	
		SIZE OF COMMUNITY	
55.2	-0.1	Big City	
53.1	-2.2	Small Place	
61.7	6.4	Medium City	
54.9	-0.4	Urban Fringe	

Exercise 827 -- Adult

Overlap: Ages 13 and 17

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

More than half of the adults correctly identified the speaker's attitude as one of exasperation. "More I Speak" is a difficult poem and the results show large group differences.

Exercise 839 -- Adult

Read the passage and answer the question which follows it.

We can't be satisfied with a static culture. There's work to be done if we're to survive. To stand still would be to perish. The discrepancy between man's technical power and the wisdom with which he uses it has grown conspicuously wider year by year. We become aware of it when an atomic bomb blasts an open gulf, but the separation has gone on steadily for a long time. It's no solution to put the brakes on science until man's wisdom and responsibility catch up. As frightening as it may seem--as mad as it may seem to the contemplative soul--science must go on. We can't put our rockets and our atomic piles in museums like the locomotives in Erewhon. But we must build men up to the same level. We can't retreat, but we must straighten our lines. We must reinforce the weak sectors--the behavioral and cultural sciences. We need a powerful science of behavior.*

Nat'l % Choosing Each Answer	The tone of the speaker is which of the following?
11.8%	○ Cynical
72.3%	● Earnest
4.0%	○ Ironical
2.3%	○ Sentimental
2.7%	○ Witty
5.7%	○ I don't know.
1.3%	No response

*Walden Two, B.F. Skinner, reprinted by permission of the Macmillan Company.

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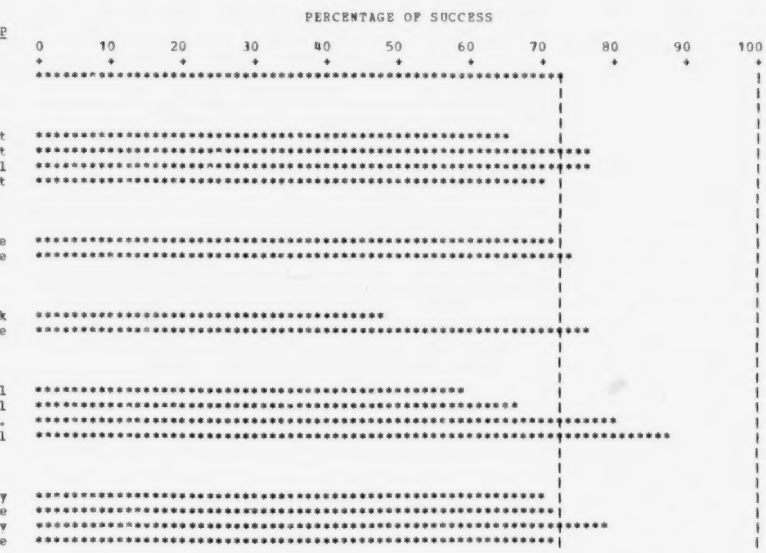
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
72.3	---	NATIONAL	
		REGION	
64.7	-7.6*		Southeast
76.3	4.0		West
76.1	3.8		Central
69.7	-2.6		Northeast
		SEX	
71.1	-1.2		Male
73.4	1.1		Female
		COLOR	
47.5	-24.7*		Black
76.1	3.8*		White
		PARENTAL EDUCATION	
58.5	-13.8*		No High School
66.8	-5.5*		Some High School
80.0	7.7*		Graduated High Sch.
86.9	14.6*		Post High School
		SIZE OF COMMUNITY	
69.8	-2.5		Big City
71.1	-1.2		Small Place
79.1	6.9*		Medium City
71.5	-0.8		Urban Fringe



Exercise 839 -- Adult

Overlap: Ages 13 and 17

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

More than seven tenths of this nation's young adults perceived the tone of this relatively sophisticated passage from B. F. Skinner's Walden Two. But the sentences beginning "We can't...must...need" might make the tone accessible even to those who didn't understand the subject of the passage.

Exercise 840 -- Adult

Read the poem and answer the question which follows it.

My body a rounded stone
with a pattern of smooth seams,
My head a short snake,
retractive, protective.
My legs come out of their sleeves
or shrink within,
and so does my chin.
My eyelids are quick clamps.

My back is my roof.
I am always at home.
I travel where my house walks.
It is a smooth stone.
It floats within the lake,
or rests in the dust.
My flesh lives tenderly
inside its home.*

Nat'l % Choosing Each Answer	What is one method the poet uses to attract the reader's interest?
3.2%	○ The dramatic outcome
52.6%	● An unusual point of view
16.5%	○ Scientific detail about nature
8.0%	○ The use of regular rhymes and rhythms
12.5%	○ The relationship between the characters
6.2%	○ I don't know.
1.0%	No response

*To Mix With Time, May Swenson, reprinted by permission of Charles Scribner's Sons.

A05 07 3/1 02*X840012 B02000C0 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
52.6	---	NATIONAL	
		REGION	
32.4	-20.2*	Southeast	
61.6	9.0*	West	
51.3	-1.3	Central	
58.2	5.6*	Northeast	
		SEX	
53.1	0.5	Male	
52.1	-0.5	Female	
		COLOR	
28.9	-23.7*	Black	
55.5	2.9*	White	
		PARENTAL EDUCATION	
40.1	-12.3*	No High School	
48.2	-4.4	Some High School	
58.2	1.6	Graduated High Sch.	
71.8	19.2*	Post High School	
		SIZE OF COMMUNITY	
49.4	-3.2	Big City	
48.5	-4.1	Small Place	
59.6	7.0	Medium City	
59.9	7.3	Urban Fringe	

Exercise 840 -- Adult

Overlap: Ages 13 and 17

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

About half of the adults correctly identified the unusual point of view as the method May Swenson used to attract the reader's interest. Results for 13-year-olds, 17-year-olds and adults are within 7 percentage points of each other on this exercise.

CHAPTER 7

AGE COMPARISONS

In Chapters 3-6, our concern has been with comparing the percentage of success for each group with the national percentage of success within each age level. When an exercise has been administered at more than one age level, we can compare the percentage of success for a given group at one age level with that group's percentage(s) of success at the other age level(s) and determine the percentage increase or percentage decrease between one age level and the next higher age level. We can also determine the overall or net percentage increase or percentage decrease between the lowest age level and the highest age level when more than two age levels are involved.

We compare the percentages of success for 9-, 13-, and 17-year-olds and young adults (26-35) all obtained at the time of the 1970-71 assessment. Therefore, we are not justified in assuming that four years later the 9-year-olds (for example), when they are 13-year-olds, would necessarily attain the same percentages of success as the 13-year-olds in the 1970-71 assessment. Likewise, we are not justified in assuming that four years earlier the 13-year-olds, when they were 9-year-olds, would have necessarily attained the same percentages of success as the 9-year-olds in the 1970-71 assessment. This is because the experiences between age 9 and age 13 could be quite different for the 9-year-olds and 13-year-olds in the 1970-71 assessment. These statements generalize to the comparisons we make between any two age levels.

For each exercise, an exhibit shows the percentage of success for each group at the relevant age levels and the percentage difference between each pair of adjacent age levels and (when applicable) the percentage difference between the lowest age level and the highest age level. For example, if we look at the Northeast at ages 13, 17 and adult:

	Age Level	Percentage of Success		Percentage Difference
Northeast	13	17.9		
	17	25.2	13-->17	7.4
	Adult	43.3	17-->Adult	18.1
			13-->Adult	25.5

We see that the percentage of success for the 13-year-olds was 17.9 and for the 17-year-olds was 25.2 with a percentage difference going from age 13 to age 17 of 7.4. We likewise see that the percentage of success for the adults was 43.3 with a percentage difference going from age 17 to adult of 18.1. The overall percentage difference going from age 13 to adult was 25.5. A percentage decrease is indicated by a minus sign (-). The bars on the graph portion of the exhibit also indicate the percentages of success for the groups at each age level. A dashed vertical line descends from the end of each national percentage bar. This allows a visual comparison of a group's position relative to the national level from age level to age level.

Some special note should be made of the white space between the end of each bar and the 100% vertical line. This white space represents the percentages of individuals who did not succeed on an exercise at each age level. This white space or percentage of failure must be taken into account when we consider the percentage increase from one age level to the next. Consider the following examples.

1. If the percentage of success for a group at age 9 is 20 and the percentage of success for that group at age 13 is 50, the percentage increase is 30. On the face of it, this seems to be a reasonably large increase, but 50% of the 13-year-olds still failed.

2. If the percentage of success for a group at age 9 is 95 and the percentage of success for that group at age 13 is 99.5, the percentage increase is 4.5. On the face of it, this seems to be a small increase. However, only 5% of the 9-year-olds failed, therefore, there could not be a large increase going to age 13.

Another consideration must be made when we look at the percentage increase from one age level to the next. The exercise may be extremely difficult for both age levels under consideration in which case we would expect a small or no percentage increase.

Of the released exercises representing critical reading, one was administered to all four ages; another was administered to 9-, 13- and 17-year-olds; four were administered to 13-year-olds, 17-year-olds and adults; four were administered to 9- and 13-year-olds only; and four more were administered to 13- and 17-year-olds only. With very few exceptions, a given age level attained a higher percentage of success than the next lower age level.

RELEASED EXERCISES

Exercise 802 -- Ages 9 and 13

Read the poem and answer the question on the next page.

My body a rounded stone
with a pattern of smooth seams,
My head a short snake,
retractive, projective.
My legs come out of their sleeves
or shrink within,
and so does my chin.
My eyelids are quick clamps.

My back is my roof.
I am always at home.
I travel where my house walks.
It is a smooth stone.
It floats within the lake,
or rests in the dust.
My flesh lives tenderly
inside its home.*

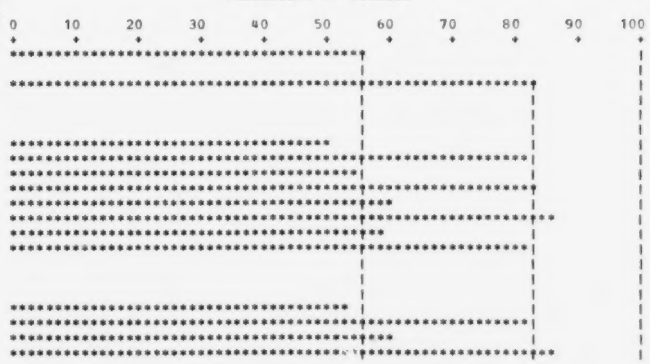
*To Mix With Time, May Swenson, reprinted by permission of Charles Scribner's Sons.

Nat'l % Choosing Each Answer		Who is speaking in this poem?
Age 9	Age 13	
9.6%	3.7%	○ A house
18.9%	9.3%	○ A person
5.6%	1.4%	○ A snake
7.0%	1.7%	○ A stone
56.3%	83.3%	● A turtle
2.3%	0.5%	○ I don't know.
0.4%	0.1%	No response

W02 08 3/1 05*X802014 R00040C0 9 13
T06 10 3/1 05*X802014 R00040C0 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	9	56.3		
NATIONAL	13	83.3	9-->13	27.0
REGION				
Southeast	9	50.4		
	13	82.1	9-->13	31.7
West	9	53.9		
	13	83.4	9-->13	29.5
Central	9	60.5		
	13	85.5	9-->13	25.0
Northeast	9	58.2		
	13	81.9	9-->13	23.7
SEX				
Male	9	53.0		
	13	81.2	9-->13	28.2
Female	9	59.9		
	13	85.5	9-->13	25.6



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M02 08  3/1  05*X802014 R0004OC0                    9 13
T06 10  3/1  05*X802014 R0004OC0                    9 13
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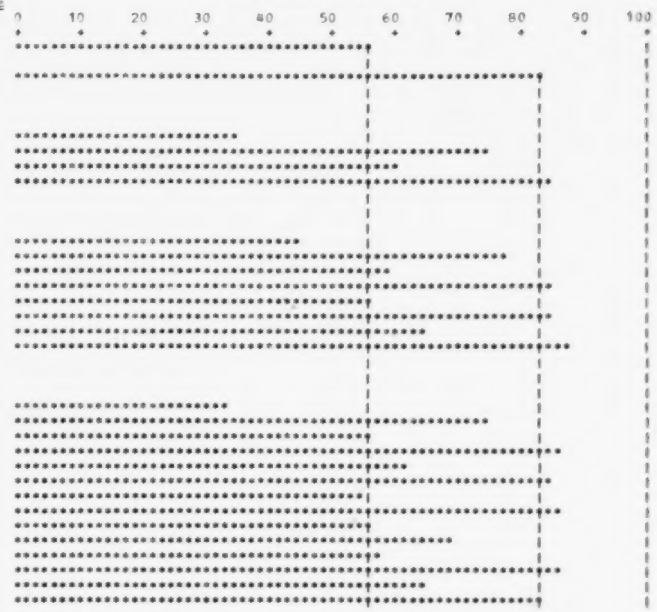
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	9	56.3		
NATIONAL	13	83.3	9-->13	27.0
COLOR				
Black	9	34.5		
	13	74.3	9-->13	39.8
White	9	60.0		
	13	84.9	9-->13	24.9
PARENTAL EDUCATION				
No High School	9	44.1		
	13	77.8	9-->13	33.7
Some High School	9	58.3		
	13	84.0	9-->13	25.7
Graduated High Sch.	9	56.2		
	13	84.3	9-->13	28.1
Post High School	9	63.8		
	13	87.0	9-->13	23.2
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	32.2		
	13	74.3	9-->13	42.1
Extreme Rural	9	55.3		
	13	86.3	9-->13	31.1
Small City	9	61.8		
	13	84.0	9-->13	22.1
Medium City	9	53.9		
	13	86.1	9-->13	32.1
Rest Of Big City	9	55.3		
	13	67.9	9-->13	12.6
Suburban Fringe	9	57.8		
	13	85.1	9-->13	27.3
Extreme Aff Suburb	9	64.8		
	13	83.4	9-->13	18.6



Exercise 802 -- Ages 9 and 13

Objective IV: Reason logically from what is read.
Subobjective C: Reason from a general principle to specific instances.

Exercise 802 asked children in the lower age groups to identify the persona of May Swenson's "Rounded Stone." About 56% of the 9-year-olds and 83% of the 13-year-olds successfully completed the task. About half as many 13-year-olds as 9-year-olds incorrectly identified the speaker as a person.

Exercise 804 -- Ages 9 and 13

Read the story and complete the sentence which follows it.

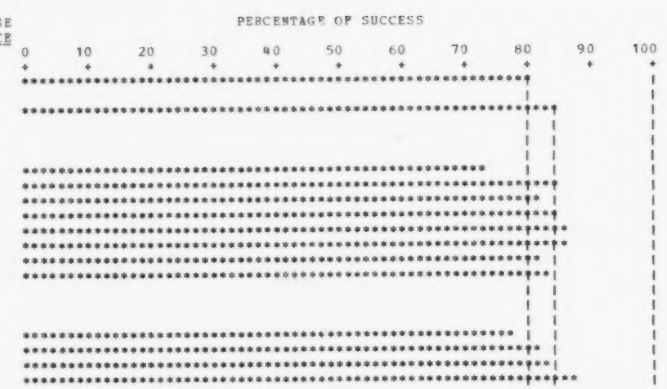
The wind whistled woefully as it wound its way through the nearly leafless trees. The pale yellow moon cast eerie shadows as it slipped in and out from behind the clouds like a blinking flashlight. Strange figures could be seen dashing and darting through the streets. Ghosts, goblins--What could they be? What do they want? Whom have they come to haunt? Beware...

Nat'l % Choosing Each Answer		The mood or feeling of this story is
Age 9	Age 13	
5.3%	5.9%	○ amusing.
80.6%	84.4%	● frightening.
2.7%	1.9%	○ gay.
3.9%	4.8%	○ ridiculous.
2.0%	1.1%	○ sad.
5.2%	1.7%	○ I don't know.
0.4%	0.2%	No response

N03 03 3/1 02*X804012 R02000C0 9 13
T01 11 3/1 02*X804012 R02000C0 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	9	80.6		
	NATIONAL	13	84.4	9-->13	3.8
REGION					
	Southeast	9	73.1		
		13	84.5	9-->13	11.4
	West	9	81.0		
		13	83.9	9-->13	2.9
	Central	9	85.7		
		13	85.2	9-->13	-0.5
	Northeast	9	81.0		
		13	83.6	9-->13	2.6
SEX					
	Male	9	77.7		
		13	81.3	9-->13	3.5
	Female	9	83.4		
		13	87.6	9-->13	4.3



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M03 03  3/1  02*X808012 R02000C0                    9 13
T01 11  3/1  02*X804012 R02000C0                    9 13
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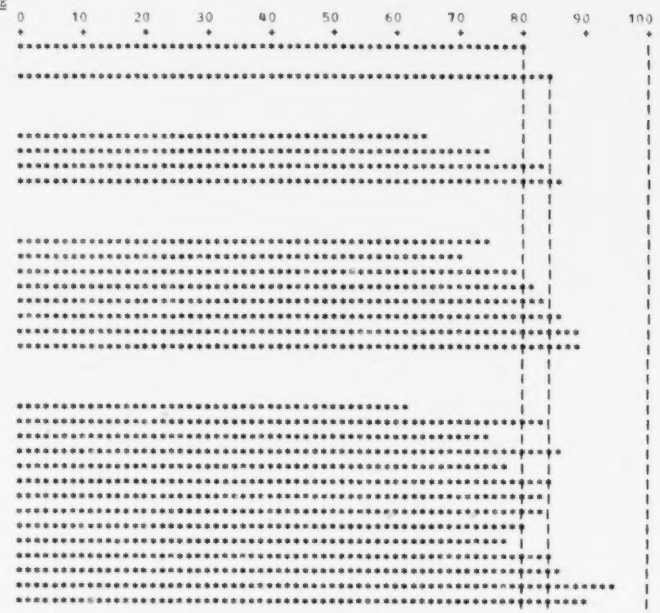
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	9	80.6		
NATIONAL	13	84.4	9-->13	3.8
COLOR				
Black	9	63.6		
	13	73.9	9-->13	10.3
White	9	83.5		
	13	86.2	9-->13	2.7
PARENTAL EDUCATION				
No High School	9	74.4		
	13	70.7	9-->13	-3.7
Some High School	9	79.1		
	13	81.2	9-->13	2.1
Graduated High Sch.	9	82.4		
	13	86.2	9-->13	3.8
Post High School	9	88.2		
	13	88.5	9-->13	0.3
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	61.1		
	13	82.3	9-->13	21.1
Extreme Rural	9	74.5		
	13	85.8	9-->13	11.3
Small City	9	76.9		
	13	84.4	9-->13	7.5
Medium City	9	83.1		
	13	82.4	9-->13	-0.7
Rest Of Big City	9	79.8		
	13	76.6	9-->13	-3.2
Suburban Fringe	9	84.1		
	13	95.8	9-->13	1.7
Extreme Aff Suburb	9	94.2		
	13	89.4	9-->13	-4.8



Exercise 804 -- Ages 9 and 13

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

Thirteen-year-olds showed little improvement over the 9-year-old percentage in Exercise 804. Almost 81% of the 9-year-olds and 84% of the 13-year-olds correctly identified the mood of the passage.

Exercise 805 -- Ages 9 and 13

Read the story and complete the sentence on the next page.

After two weeks of unusually high-speed travel we reached Xeno, a small planet whose population, though never before visited by Earthmen, was listed as "friendly" in the Interstellar Gazetteer.

On stepping lightly (after all, the gravity of Xeno is scarcely more than twice that of our own moon) from our spacecraft we saw that "friendly" was an understatement. We were immediately surrounded by Frangibles of various colors, mostly pinkish or orange, who held out their "hands" to us. Imagine our surprise when their "hands" actually merged with ours as we tried to shake them!

Then, before we could stop them (how could we have stopped them?), two particularly pink Frangibles simply stepped right into two eminent scientists among our party, who immediately lit up with the same pink glow. While occupied in this way, the scientists reported afterwards, they suddenly discovered they "knew" a great deal about Frangibles and life on Xeno.

Apparently Frangibles could take themselves apart atomically and enter right into any other substance. They communicated by thought waves, occasionally merging "heads" for greater clarity. Two Frangibles who were in love with each other would spend most of their time merged into one; they were a bluish-green color unless they were having a lover's quarrel, when they turned gray.

Nat'l % Choosing Each Answer			The author's MAIN purpose in this story is to
Age 9	Age 13		
13.7%	7.5%	○	create suspense and mystery.
8.3%	3.9%	○	sell people on space travel.
21.3%	12.5%	○	arouse concern for Frangibles.
35.3%	67.1%	●	create an imaginary space story.
7.4%	6.3%	○	tell his personal feelings about events.
12.6%	2.5%	○	I don't know.
1.5%	0.3%		No response

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M03 07  3/1  0#*X805012 R02000C0                    9 13
T04 02  3/1  0#*X805012 R02000C0                    9 13
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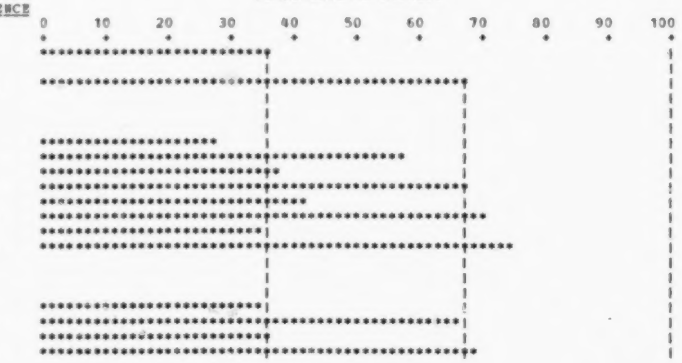
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	9	35.3		
	NATIONAL	13	67.1	9-->13	31.8
REGION					
	Southeast	9	27.5		
		13	57.5	9-->13	30.1
	West	9	37.7		
		13	66.7	9-->13	29.0
	Central	9	40.8		
		13	69.6	9-->13	28.8
	Northeast	9	33.8		
		13	74.4	9-->13	40.6
SEX					
	Male	9	34.3		
		13	65.4	9-->13	31.1
	Female	9	36.2		
		13	68.7	9-->13	32.4



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T04 02  3/1  04*X805012 R0200000                    9 13
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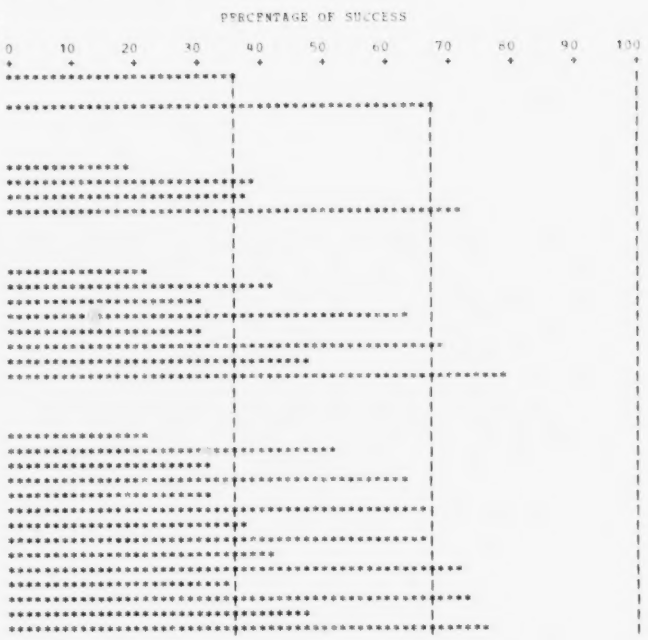
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	9	35.3		
NATIONAL	13	67.1	9-->13	31.8
COLOR				
Black	9	18.6		
	13	39.2	9-->13	20.6
White	9	37.7		
	13	71.9	9-->13	34.2
PARENTAL EDUCATION				
No High School	9	21.8		
	13	41.8	9-->13	20.0
Some High School	9	29.3		
	13	62.3	9-->13	32.9
Graduated High Sch.	9	30.6		
	13	68.4	9-->13	37.8
Post High School	9	46.4		
	13	78.2	9-->13	31.7
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	22.1		
	13	51.5	9-->13	29.4
Extreme Rural	9	31.6		
	13	62.6	9-->13	31.0
Small City	9	32.0		
	13	66.0	9-->13	34.0
Medium City	9	36.6		
	13	66.1	9-->13	29.5
Rest Of Big City	9	41.3		
	13	72.0	9-->13	30.6
Suburban Fringe	9	34.7		
	13	72.4	9-->13	37.6
Extreme Aff Suburb	9	46.6		
	13	75.4	9-->13	28.8



Exercise 805 -- Ages 9 and 13

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

Exercise 805 asked children to identify the main purpose of a story about space travel. Thirty-five percent of the 9-year-olds and 67% of the 13-year-olds were able to do so. Almost twice as many 13-year-olds as 9-year-olds correctly identified the purpose of the story.

Exercise 810 -- Ages 9, 13 and 17

You will be asked to figure out the meaning of a word from the way it is used in this poem. Read the poem carefully and answer the question on the next page.

AUTO WRECK*

1 Its quick soft silver bell beating, beating
2 And down the dark one ruby flare
3 Pulsing out red light like an artery,
4 The ambulance at top speed floating down
5 Past beacons and illuminated clocks
6 Wings in a heavy curve, dips down,
7 And brakes speed entering the crowd.
8 The doors leap open, emptying light;
9 Stretchers are laid out, the mangled lifted
10 And stowed into the little hospital.
11 Then the bell, breaking the hush, tolls once,
12 And the ambulance with its terrible cargo
13 Rocking, slightly rocking, moves away,
14 As the doors, an afterthought, are closed.

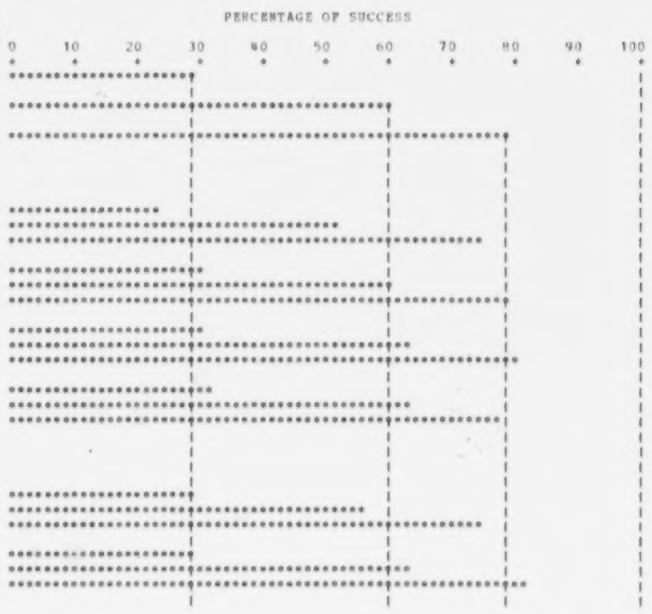
Nat'l % Choosing Each Answer	Age 9	Age 13	Age 17	What does the word "Wings" in Line 6 mean in the context of this poem?
	12.3%	6.8%	7.8%	○ Flies
	26.5%	59.8%	78.2%	● Turns
	14.8%	11.3%	5.9%	○ Parts of a building
	17.7%	10.7%	3.7%	○ The forelimbs of a bird
	22.9%	10.8%	4.0%	○ I don't know.
	3.9%	0.6%	0.5%	No response

*Poems 1940-1953, Karl Shapiro, reprinted by permission of Random House, Inc.

N04 14 3/1 02*X810011 R10000C0 9 13 17
T07 11 3/1 02*X810011 R10000C0 9 13 17
S05 03 3/1 02*X810011 R10000C0 9 13 17

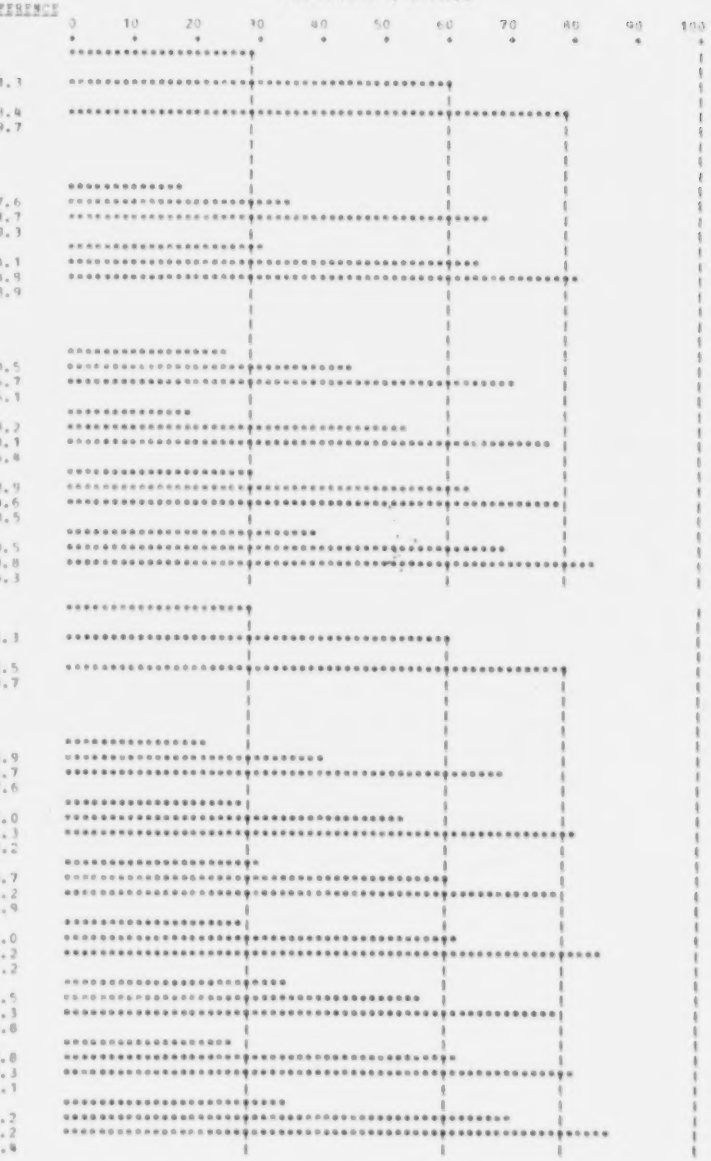
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	9	28.5		
	NATIONAL	13	59.8	9-->13	31.3
	NATIONAL	17	78.1	13-->17	18.4
				9-->17	49.7
REGION					
	Southeast	9	22.9		
		13	52.1	9-->13	29.3
		17	74.6	13-->17	22.4
				9-->17	51.7
	West	9	29.8		
		13	60.0	9-->13	30.2
		17	78.7	13-->17	18.7
				9-->17	49.0
	Central	9	29.6		
		13	63.3	9-->13	33.7
		17	80.3	13-->17	17.0
				9-->17	50.7
	Northeast	9	31.2		
		13	62.4	9-->13	31.1
		17	77.8	13-->17	15.5
				9-->17	46.6
SEX					
	Male	9	28.3		
		13	55.7	9-->13	27.4
		17	74.8	13-->17	19.1
				9-->17	46.5
	Female	9	28.6		
		13	63.5	9-->13	34.9
		17	81.1	13-->17	17.6
				9-->17	52.5



NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	9	28.5		
NATIONAL	13	59.8	9-->13	31.3
NATIONAL	17	78.1	13-->17	18.4
			9-->17	49.7
RACE				
Black	9	16.8		
	13	34.4	9-->13	17.6
	17	46.1	13-->17	11.7
			9-->17	29.3
White	9	30.6		
	13	68.7	9-->13	38.1
	17	79.5	13-->17	10.9
			9-->17	48.9
PARENTAL EDUCATION				
No High School	9	28.1		
	13	43.6	9-->13	19.5
	17	70.1	13-->17	26.7
			9-->17	46.1
Some High School	9	19.2		
	13	52.8	9-->13	33.2
	17	75.5	13-->17	23.1
			9-->17	56.4
Graduated High Sch.	9	28.3		
	13	62.3	9-->13	33.9
	17	76.8	13-->17	14.6
			9-->17	48.5
Post High School	9	38.7		
	13	69.2	9-->13	30.5
	17	83.0	13-->17	13.8
			9-->17	44.3
NATIONAL	9	28.5		
NATIONAL	13	59.8	9-->13	31.3
NATIONAL	17IS	79.2	13-->17	19.5
			9-->17	50.7
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	21.3		
	13	60.2	9-->13	38.9
	17IS	68.9	13-->17	28.7
			9-->17	47.6
Extreme Rural	9	26.5		
	13	53.5	9-->13	27.0
	17IS	79.7	13-->17	26.3
			9-->17	53.2
Small City	9	29.9		
	13	60.6	9-->13	30.7
	17IS	76.8	13-->17	16.2
			9-->17	46.9
Medium City	9	27.5		
	13	61.5	9-->13	34.0
	17IS	84.7	13-->17	23.2
			9-->17	57.2
Rest Of Big City	9	34.0		
	13	56.4	9-->13	22.5
	17IS	77.8	13-->17	21.3
			9-->17	43.8
Suburban Fringe	9	25.2		
	13	61.0	9-->13	35.8
	17IS	79.3	13-->17	18.3
			9-->17	54.1
Extreme Aff Suburb	9	33.6		
	13	69.9	9-->13	36.2
	17IS	85.0	13-->17	15.2
			9-->17	51.4



Exercise 810 -- Ages 9, 13 and 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

Exercise 810 requires students to choose the metaphoric meaning of "wings" within the context of the poem "Auto Wreck." About 29% of the 9-year-olds, 60% (about twice as many) of the 13-year-olds and 78% of the 17-year-olds correctly stated that "wings" means "turns." For every seven 9-year-olds who could not correctly answer the question, only two 17-year-olds could not.

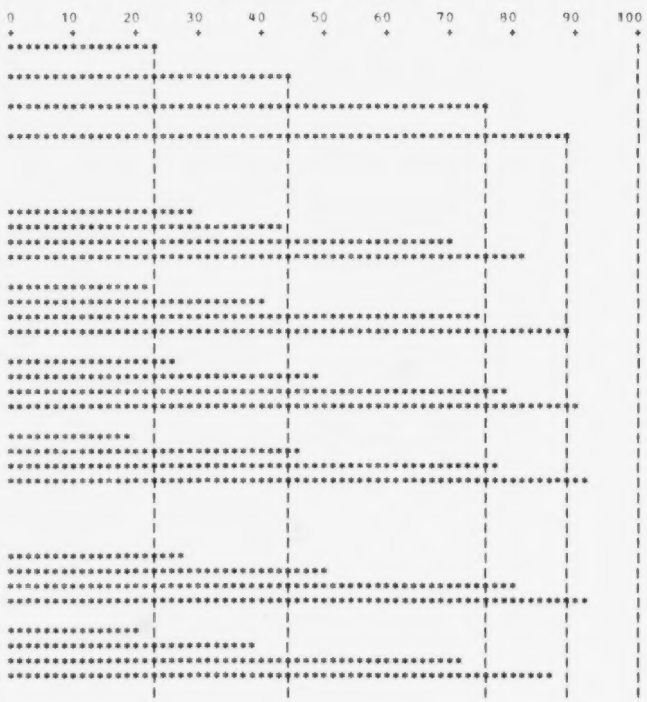
Exercise 814 -- Ages 9, 13, 17 and Adult

Nat'l % Choosing Each Answer				Where would you probably see this sign?
Age 9	Age 13	Age 17	Adult	
23.3%	44.6%	75.7%	88.4%	● On a highway
2.2%	2.5%	2.2%	1.1%	○ On a gymnasium floor
64.3%	47.2%	17.6%	7.0%	○ At a racetrack for horses
6.2%	1.3%	0.4%	0.6%	○ In a grocery store
3.8%	4.2%	3.3%	1.8%	○ I don't know.
0.2%	0.2%	0.9%	1.1%	No response

[illegible] 9 13 17 A
[illegible] 9 13 17 A
[illegible] 9 13 17 A
[illegible] 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	9	23.3		
	NATIONAL	13	44.6	9-->13	21.3
	NATIONAL	17	75.7	13-->17	31.1
	NATIONAL	Ad	88.4	17-->Ad	12.7
				9-->Ad	65.1
REGION					
	Southeast	9	28.6		
		13	43.5	9-->13	14.9
		17	70.2	13-->17	26.8
		Ad	81.5	17-->Ad	11.2
				9-->Ad	52.9
	West	9	21.4		
		13	40.2	9-->13	18.8
		17	74.8	13-->17	34.6
		Ad	88.4	17-->Ad	13.6
				9-->Ad	67.0
	Central	9	25.1		
		13	48.5	9-->13	23.4
		17	79.1	13-->17	30.6
		Ad	89.8	17-->Ad	10.7
				9-->Ad	64.7
	Northeast	9	18.1		
		13	45.6	9-->13	27.5
		17	76.7	13-->17	31.2
		Ad	91.2	17-->Ad	14.5
				9-->Ad	73.1
SEX					
	Male	9	26.9		
		13	50.1	9-->13	23.2
		17	80.1	13-->17	30.0
		Ad	91.1	17-->Ad	10.9
				9-->Ad	64.2
	Female	9	19.5		
		13	38.8	9-->13	19.2
		17	71.2	13-->17	32.4
		Ad	85.8	17-->Ad	14.6
				9-->Ad	66.3



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N05 10  3/1  01*X814014 R00040C0                    9 13 17 A
T01 02  3/1  01*X814014 R00040C0                    9 13 17 A
S07 01  3/1  01*X814014 R00040C0                    9 13 17 A
A03 08  3/1  01*X814014 R00040C0                    9 13 17 A
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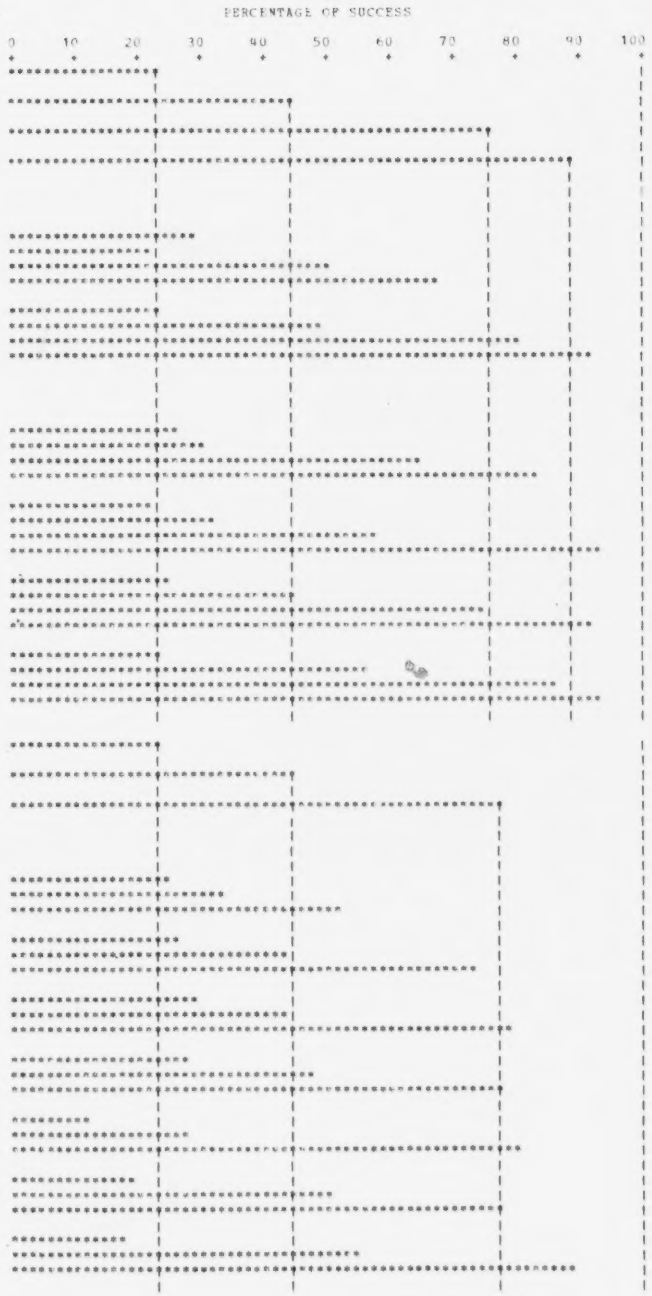
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	9	23.3		
NATIONAL	13	44.6	9-->13	21.3
NATIONAL	17	75.7	13-->17	31.1
NATIONAL	Ad	88.4	17-->Ad	12.7
			9-->Ad	65.1
COLOR				
Black	9	29.2		
	13	22.0	9-->13	-7.3
	17	50.1	13-->17	28.1
	Ad	67.2	17-->Ad	17.1
			9-->Ad	38.0
White	9	22.3		
	13	48.5	9-->13	26.2
	17	79.3	13-->17	30.9
	Ad	91.2	17-->Ad	11.8
			9-->Ad	68.8
PARENTAL EDUCATION				
No High School	9	26.3		
	13	30.4	9-->13	4.0
	17	63.6	13-->17	33.3
	Ad	82.1	17-->Ad	18.5
			9-->Ad	55.8
Some High School	9	21.6		
	13	31.3	9-->13	9.7
	17	57.8	13-->17	26.5
	Ad	92.4	17-->Ad	34.6
			9-->Ad	70.8
Graduated High Sch.	9	23.6		
	13	44.3	9-->13	20.7
	17	74.8	13-->17	30.4
	Ad	91.5	17-->Ad	16.8
			9-->Ad	67.9
Post High School	9	22.7		
	13	55.8	9-->13	33.1
	17	85.8	13-->17	30.0
	Ad	93.2	17-->Ad	7.5
			9-->Ad	70.5
NATIONAL	9	23.3		
NATIONAL	13	44.6	9-->13	21.3
NATIONAL	17IS	76.5	13-->17	31.9
			9-->17	53.2
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	24.1		
	13	33.4	9-->13	9.3
	17IS	51.3	13-->17	17.9
			9-->17	27.2
Extreme Rural	9	25.7		
	13	43.5	9-->13	17.8
	17IS	72.1	13-->17	28.6
			9-->17	46.4
Small City	9	28.0		
	13	43.4	9-->13	15.4
	17IS	78.6	13-->17	35.2
			9-->17	50.6
Medium City	9	27.2		
	13	47.7	9-->13	20.5
	17IS	77.8	13-->17	30.1
			9-->17	50.6
Rest Of Big City	9	11.1		
	13	26.5	9-->13	15.4
	17IS	80.2	13-->17	53.6
			9-->17	69.1
Suburban Fringe	9	18.8		
	13	49.4	9-->13	30.6
	17IS	76.5	13-->17	27.1
			9-->17	57.6
Extreme Aff Suburb	9	16.7		
	13	54.1	9-->13	37.6
	17IS	88.4	13-->17	34.1
			9-->17	71.7



Exercise 814 -- Ages 9, 13, 17 and Adult

Objective IV: Reason logically from what is read.
Subobjective C: Reason from a general principle to specific instances.

Exercise 814 asks for the probable location of the sign. Much of the problem, especially for younger children, seems to have been in understanding the word horsepower; many 9- and 13-year-olds suggested that the sign belongs at a racetrack. However, few older respondents misunderstood the word. About 23% of the 9-year-olds, 45% of the 13-year-olds, 76% of the 17-year-olds and 88% of the adults indicated that the sign probably belongs on a highway. Percentages for each age are significantly higher than those for younger children. For every seven 9-year-olds who could not answer correctly, only one adult failed to do so.

Exercise 819 -- Ages 9 and 13

If you listen carefully to what a person says, you can usually tell a lot about him. Sometimes you can tell how he feels.

Read the passage and complete the sentence which follows it.

"I'll be glad when this TV show is over. I like stories about spies, not this one about cowboys and Indians. I get to pick the next show."

Nat'l % Choosing Each Answer		The person who said this
Age 9	Age 13	
75.2%	89.8%	● likes spy stories.
3.4%	0.7%	○ doesn't like TV at all.
5.6%	4.0%	○ doesn't care what TV show is on.
11.9%	4.7%	○ likes stories about cowboys and Indians.
3.5%	0.5%	○ I don't know.
0.5%	0.4%	No response

M98 07 3/1 01*X819011 810000C3 9 13
T02 04 3/1 01*X819011 810000C0 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
	NATIONAL	9	75.2			
	NATIONAL	13	89.8	9-->13	14.7	
REGION						
	Southeast	9	67.5			
		13	85.1	9-->13	17.6	
	West	9	78.1			
		13	92.9	9-->13	14.7	
	Central	9	78.4			
		13	91.2	9-->13	12.8	
	Northeast	9	77.8			
		13	89.8	9-->13	12.0	
SEX						
	Male	9	72.3			
		13	87.0	9-->13	14.7	
	Female	9	78.0			
		13	92.8	9-->13	14.8	

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	9	75.2		
NATIONAL	13	89.9	9-->13	14.7
COLOR				
Black	9	68.6		
	13	79.8	9-->13	11.2
White	9	79.2		
	13	91.8	9-->13	12.6
PARENTAL EDUCATION				
No High School	9	62.1		
	13	81.8	9-->13	19.7
Some High School	9	69.3		
	13	90.7	9-->13	21.4
Graduated High Sch.	9	76.6		
	13	89.4	9-->13	12.8
Post High School	9	82.6		
	13	94.6	9-->13	12.0
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	53.5		
	13	82.9	9-->13	29.4
Extreme Rural	9	67.9		
	13	87.3	9-->13	19.4
Small City	9	75.7		
	13	88.1	9-->13	12.4
Medium City	9	73.9		
	13	90.5	9-->13	16.6
Rest Of Big City	9	81.9		
	13	90.0	9-->13	8.0
Suburban Fringe	9	76.2		
	13	91.9	9-->13	15.7
Extreme Aff Suburb	9	83.2		
	13	95.6	9-->13	12.4

Exercise 819 -- Ages 9 and 13

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

Exercise 819 proved to be relatively easy for both age levels tested. About three quarters of the 9-year-olds and nine tenths of the 13-year-olds recognized that the speaker likes spy stories. For every five 9-year-olds who failed to select the correct answer, only two 13-year-olds failed to do so.

Exercise 824 -- Ages 13, 17 and Adult

Here is an ad from a national magazine. Read it and complete the sentences on the opposite page.

A FOREST'S FUTURE IS IN YOUR HANDS
Every tree, every shrub, and all our wildlife depend on you to help prevent forest fires. So please follow Smokey's ABC's: Always hold matches till cold. Be sure to drown all campfires, stir the ashes, and drown them again. Crush all smokes dead out.
Please! Only you can prevent forest fires

(Reprinted by permission of The Advertising Council.)

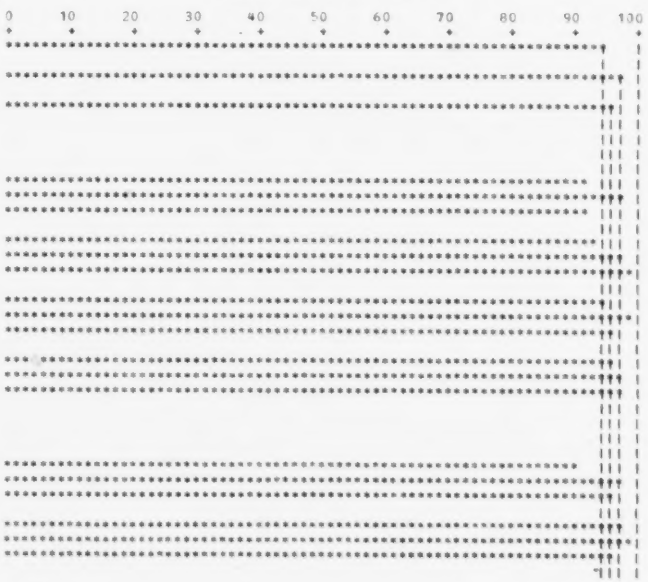
Nat'l % Choosing Each Answer			The purpose of this advertisement is to get you to
Age 13	Age 17	Adult	
0.7%	0.2%	0.5%	○ enjoy camping.
2.9%	1.1%	1.1%	○ enjoy the wildlife.
93.6%	97.6%	96.1%	● protect the forests.
0.9%	0.2%	0.7%	○ plant trees properly.
0.7%	0.2%	0.6%	○ I don't know.
1.2%	0.8%	1.0%	No response

T01 04 4/1 03*X824014 R00040C0 13 17 A
S07 09 4/1 03*X824014 R00040C0 13 17 A
A05 02 4/1 03*X824014 R00040C0 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	13	93.6		
	NATIONAL	17	97.6	13-->17	4.0
	NATIONAL	Ad	96.0	17-->Ad	-1.6
				13-->Ad	2.4
REGION					
	Southeast	13	91.5		
		17	97.7	13-->17	6.2
		Ad	91.9	17-->Ad	-5.7
				13-->Ad	0.5
	West	13	92.8		
		17	97.7	13-->17	4.9
		Ad	98.0	17-->Ad	0.4
				13-->Ad	5.3
	Central	13	94.8		
		17	97.9	13-->17	3.1
		Ad	95.9	17-->Ad	-2.0
				13-->Ad	1.1
	Northeast	13	95.2		
		17	97.1	13-->17	1.9
		Ad	96.9	17-->Ad	-0.2
				13-->Ad	1.7
SEX					
	Male	13	90.7		
		17	97.2	13-->17	6.6
		Ad	96.3	17-->Ad	-0.9
				13-->Ad	5.6
	Female	13	96.7		
		17	98.0	13-->17	1.3
		Ad	95.8	17-->Ad	-2.1
				13-->Ad	-0.9

PERCENTAGE OF SUCCESS



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S07 09 4/1 03*X824014 R030#3C0 13 17 A
A05 02 4/1 03*X824014 R000#3C0 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE		PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
NATIONAL	13	93.6			
NATIONAL	17	97.4	13-->17	4.0	
NATIONAL	Ad	96.0	17-->Ad	-1.4	
			13-->Ad	2.4	
COLOR					
Black	13	78.9			
	17	91.8	13-->17	13.5	
	Ad	86.2	17-->Ad	-5.7	
			13-->Ad	7.3	
White	13	96.2			
	17	98.4	13-->17	2.3	
	Ad	97.2	17-->Ad	-1.2	
			13-->Ad	1.0	
PARENTAL EDUCATION					
No High School	13	86.8			
	17	96.5	13-->17	10.8	
	Ad	92.8	17-->Ad	-4.0	
			13-->Ad	6.8	
Some High School	13	92.2			
	17	97.2	13-->17	5.0	
	Ad	99.1	17-->Ad	0.8	
			13-->Ad	6.8	
Graduated High Sch.	13	95.5			
	17	98.3	13-->17	2.9	
	Ad	95.9	17-->Ad	-2.4	
			13-->Ad	0.4	
Post High School	13	96.8			
	17	98.5	13-->17	1.8	
	Ad	99.6	17-->Ad	1.0	
			13-->Ad	2.8	
NATIONAL	13	93.6			
NATIONAL	17IS	98.0	13-->17	4.4	
SIZE-AND-TYPE OF COMMUNITY					
Extreme Inner City	13	91.6			
	17IS	98.1	13-->17	6.5	
Extreme Rural	13	92.9			
	17IS	98.7	13-->17	5.8	
Small City	13	94.5			
	17IS	97.4	13-->17	3.0	
Medium City	13	92.2			
	17IS	98.8	13-->17	6.6	
Rest Of Big City	13	84.9			
	17IS	95.7	13-->17	10.8	
Suburban Fringe	13	95.9			
	17IS	97.9	13-->17	2.0	
Extreme Aff Suburb	13	96.8			
	17IS	99.7	13-->17	2.9	

Exercise 824 -- Ages 13, 17 and Adult

Objective IV: Reason logically from what is read.
Subobjective C: Reason from a general principle to specific instances.

About 95% of all three upper age groups understood the purpose of the public service advertisement in Exercise 824. Since all percentages were near the 100% mark, no group showed a significant advantage over other groups.

Exercise 827 -- Ages 13, 17 and Adult

Read the poem and answer the question which follows it.

The more I speak, more useless seems the effect.
My prayers can neither touch nor soften you.
You take the bit in your teeth like a horse untamed,
Fighting against the rein to have your way.
And yet how frail, for all your vehemence,
That science seems on which you do rely.
Simple self-will falls strengthless to the ground
When isolated from a mind that's sound.

Consider, if my warning you ignore,
How the successive and stupendous wave
of mounting agony breaks on your head.

Do thou beware, look round, take cognizance,
Nor think self-will stronger than common sense.*

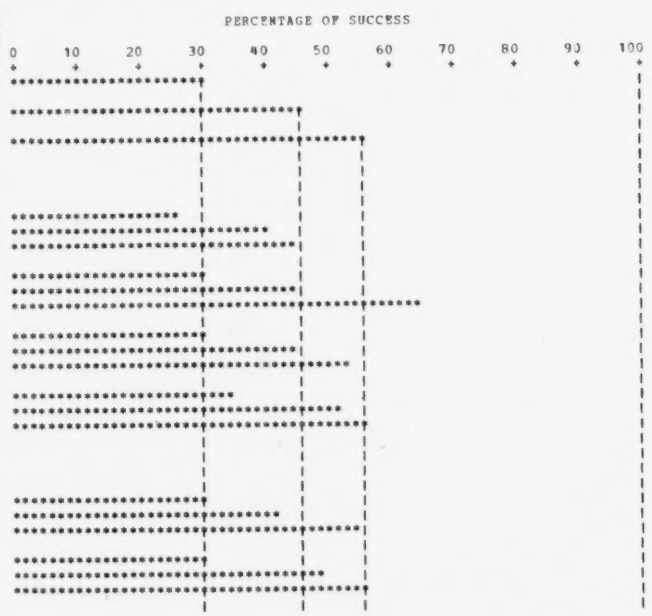
Nat'l % Choosing Each Answer			Which word BEST describes the attitude of the speaker?
Age 13	Age 17	Adult	
30.2%	45.2%	55.3%	● Exasperation
13.6%	10.4%	7.9%	○ Fear
13.6%	13.2%	8.9%	○ Indifference
9.6%	8.5%	6.3%	○ Loyalty
22.4%	15.0%	13.5%	○ Self-interest
10.0%	7.1%	7.0%	○ I don't know.
0.7%	0.7%	1.2%	No response

*Eight Great Tragedies, S. Barnet, et al., editors, reprinted by permission of the New American Library.

T03 05 3/1 01*X827012 R02000C0 13 17 A
S07 07 3/1 01*X827012 R02000C0 13 17 A
A02 04 3/1 01*X827012 R02000C0 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	13	30.2		
	NATIONAL	17	45.2	13-->17	14.9
	NATIONAL	Ad	55.3	17-->Ad	10.1
				13-->Ad	25.1
REGION					
	Southeast	13	25.9		
		17	39.8	13-->17	14.0
		Ad	44.4	17-->Ad	4.5
				13-->Ad	18.5
	West	13	29.8		
		17	44.8	13-->17	15.0
		Ad	64.0	17-->Ad	19.2
				13-->Ad	34.2
	Central	13	30.3		
		17	43.6	13-->17	13.4
		Ad	53.0	17-->Ad	9.3
				13-->Ad	22.7
	Northeast	13	34.7		
		17	51.1	13-->17	16.4
		Ad	56.3	17-->Ad	5.1
				13-->Ad	21.5
SEX					
	Male	13	29.9		
		17	41.2	13-->17	11.3
		Ad	54.8	17-->Ad	13.6
				13-->Ad	24.9
	Female	13	30.6		
		17	49.2	13-->17	18.6
		Ad	55.8	17-->Ad	6.6
				13-->Ad	25.2



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ABC 04  1/1  01*X827012 R02300C0                    13 17 A
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NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	13	30.2		
NATIONAL	17	45.2	13-->17	14.9
NATIONAL	Ad	55.3	17-->Ad	10.1
			13-->Ad	25.1
RACE				
Black	13	17.5		
	17	24.5	13-->17	7.0
	Ad	30.3	17-->Ad	5.8
			13-->Ad	12.8
White	13	32.9		
	17	48.3	13-->17	15.4
	Ad	58.5	17-->Ad	10.3
			13-->Ad	25.7
PARENTAL EDUCATION				
No High School	13	16.9		
	17	27.0	13-->17	10.1
	Ad	41.4	17-->Ad	14.4
			13-->Ad	24.5
Some High School	13	23.9		
	17	33.7	13-->17	9.8
	Ad	51.1	17-->Ad	17.4
			13-->Ad	27.2
Graduated High Sch.	13	25.1		
	17	44.8	13-->17	19.6
	Ad	60.4	17-->Ad	15.6
			13-->Ad	35.3
Post High School	13	40.9		
	17	55.6	13-->17	14.8
	Ad	75.2	17-->Ad	19.6
			13-->Ad	34.4
NATIONAL	13	30.2		
NATIONAL	17IS	45.8	13-->17	15.6
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	23.1		
	17IS	38.2	13-->17	14.9
Extreme Rural	13	24.2		
	17IS	41.0	13-->17	16.8
Small City	13	30.7		
	17IS	44.3	13-->17	13.5
Medium City	13	29.7		
	17IS	43.2	13-->17	13.5
Fest Of Big City	13	32.9		
	17IS	47.0	13-->17	14.1
Suburban Fringe	13	32.8		
	17IS	46.8	13-->17	14.0
Extreme Aff Suburb	13	33.8		
	17IS	60.8	13-->17	27.0

Exercise 827 -- Ages 13, 17 and Adult

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

Exercise 827 asks for the attitude of the speaker in "More I Speak," a relatively difficult poem. Thirty percent of the 13-year-olds, 45% of the 17-year-olds and 55% of the adults realized that the attitude was one of exasperation. Both 17-year-olds and adults recorded significant improvements over younger respondents, but even at the highest age almost half were not able to determine the attitude of the speaker.

Exercise 832 -- Ages 13 and 17

Read the poem and answer the questions which follow it.

Fortune and Men's Eyes*

Shakespeare

When, in disgrace with fortune and men's eyes,
I all alone beweep my outcast state,
And trouble deaf heaven with my bootless cries,
And look upon myself and curse my fate,
Wishing me like to one more rich in hope,
Featured like him, like him with friends possessed
Desiring this man's art, and that man's scope,
With what I most enjoy contented least;
Yet in these thoughts myself almost despising,
Haply I think on thee; and then my state,
Like to the lark at break of day arising
From sullen earth, sings hymns at heaven's gate;
For thy sweet love remembered, such wealth brings
That then I scorn to change my state with kings.

Nat'l % Choosing Each Answer		In Line 3, "deaf heaven" refers to a
Age 13	Age 17	
31.5%	23.9%	○ quiet place.
24.7%	15.2%	○ troubled place.
24.0%	51.5%	● God who does not hear.
13.1%	5.4%	○ Heaven for deaf people.
6.2%	3.3%	○ I don't know.
0.6%	0.7%	No response

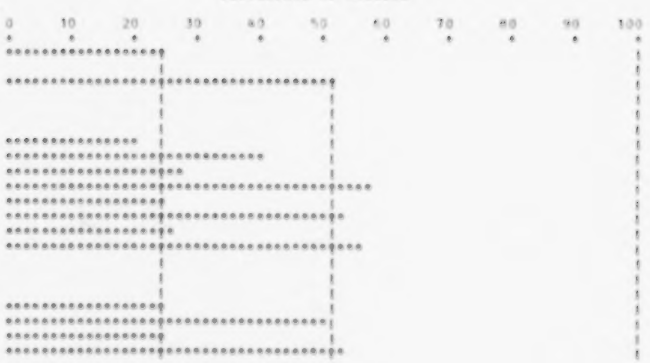
*Sonnet 29.

TOM 03 3/1 03*X832011 N10000C0 13 17
SOM 12 3/1 03*X832011 N10000C0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	13	24.0		
	NATIONAL	17	51.5	13-->17	27.5
REGION					
	Southeast	13	19.5		
		17	40.0	13-->17	20.5
	West	13	27.2		
		17	56.7	13-->17	29.5
	Central	13	23.6		
		17	52.5	13-->17	28.9
	Northeast	13	25.8		
		17	55.8	13-->17	30.0
SEX					
	Male	13	28.2		
		17	49.5	13-->17	25.3
	Female	13	21.7		
		17	51.5	13-->17	29.8

PERCENTAGE OF SUCCESS



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TCH 12  1/5  08*X612055 R1500000                    11 17
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NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE		PERCENTAGE OF SUCCESS
					0 10 20 30 40 50 60 70 80 90 100
NATIONAL	11	29.0			**********
NATIONAL	17	51.5	11-->17	22.5	**********
COLOR					
Black	11	18.7			*******
	17	30.5	11-->17	11.7	**********
White	11	34.6			**********
	17	54.9	11-->17	20.3	**********
PARENTAL EDUCATION					
No High School	11	11.0			****
	17	32.0	11-->17	21.0	**********
Some High School	11	15.0			*****
	17	42.3	11-->17	27.3	**********
Graduated High Sch.	11	28.4			**********
	17	47.7	11-->17	23.3	**********
Post High School	11	43.2			**********
	17	61.2	11-->17	17.8	**********
NATIONAL	11	28.0			**********
NATIONAL	17IS	52.5	11-->17	28.6	**********
SIZE-AND-TYPE OF COMMUNITY					
Extreme Inner City	11	16.4			******
	17IS	36.8	11-->17	19.4	**********
Extreme Rural	11	20.2			********
	17IS	46.0	11-->17	25.9	**********
Small City	11	22.3			*********
	17IS	51.2	11-->17	28.8	**********
Medium City	11	34.3			**********
	17IS	54.6	11-->17	20.4	**********
Rest Of Big City	11	38.7			**********
	17IS	65.9	11-->17	36.2	**********
Suburban Fringe	11	27.7			**********
	17IS	54.1	11-->17	26.4	**********
Extreme Affl Suburb	11	28.9			**********
	17IS	67.4	11-->17	38.5	**********

Exercise 832 -- Ages 13 and 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

About a quarter of the 13-year-olds and half of the 17-year-olds recognized the meaning of the double metaphor "deaf heaven" in a Shakespearean sonnet. Although the results showed a significant improvement between ages, about half of those in the older group still could not correctly interpret the metaphor.

Exercise 835 -- Ages 13 and 17

Read the passage and answer the question which follows it.

I Skiing has recently become one of the more popular sports in the United States. Because of its popularity, thousands of winter vacationers are flying north rather than south. In many areas, reservations are required months ahead of time.

II I discovered the accommodation shortage through an unfortunate experience. On a sunny Saturday morning I set out from Denver for the beckoning slopes of Aspen, Colorado. After passing signs for other ski areas, I finally reached my destination. Naturally I lost no time in heading for the nearest tow. After a stimulating afternoon of miscalculated stem turns I was famished. Well, one thing led to another and it must have been eight o'clock before I concerned myself with a bed for my bruised and aching bones.

III It took precisely one phone call to ascertain the lack of lodgings in the Aspen area. I had but one recourse. My auto and I started the treacherous jaunt over the pass and back toward Denver. Along the way, I went begging for a bed. Finally a jolly tavernkeeper took pity and for only thirty dollars a night allowed me the privilege of staying in a musty, dirty, bathless room above his tavern.

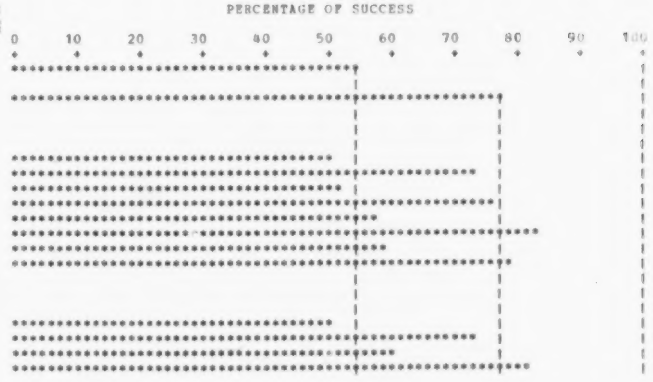
Which paragraph or paragraphs in the passage are written from a personal point of view?

Nat'l % Choosing Each Answer		
Age 13	Age 17	
6.8%	4.1%	○ Paragraph I
13.0%	7.1%	○ Paragraph II
13.9%	5.0%	○ Paragraph III
6.2%	4.0%	○ Paragraphs I and II
54.5%	77.5%	● Paragraphs II and III
4.9%	1.4%	○ I don't know.
0.7%	0.7%	No response

T09 05 3/1 05*X835015 R00005C0 13 17
S10 04 3/1 05*X835015 R00005C0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	13	54.5		
NATIONAL	17	77.5	13-->17	23.0
REGION				
Southeast	13	50.1		
	17	72.2	13-->17	22.0
West	13	51.5		
	17	75.3	13-->17	23.9
Central	13	56.5		
	17	82.2	13-->17	25.7
Northeast	13	59.1		
	17	78.1	13-->17	18.9
SEX				
Male	13	49.8		
	17	72.9	13-->17	23.1
Female	13	59.5		
	17	82.0	13-->17	22.5



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S10 04  3/1  05*X835015 R00005C0                    13 17
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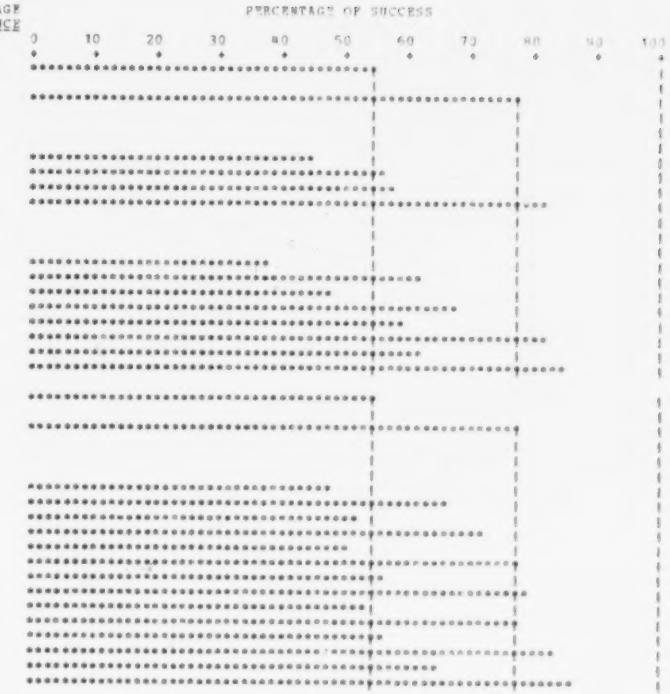
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	13	58.5		
NATIONAL	17	77.5	13-->17	23.0
COLOR				
Black	13	44.6		
	17	55.4	13-->17	10.8
White	13	57.4		
	17	80.8	13-->17	23.4
PARENTAL EDUCATION				
No High School	13	36.6		
	17	61.1	13-->17	24.5
Some High School	13	46.6		
	17	67.2	13-->17	20.6
Graduated High Sch.	13	59.2		
	17	81.1	13-->17	21.8
Post High School	13	61.8		
	17	84.6	13-->17	22.8
NATIONAL	13	58.5		
NATIONAL	17IS	77.8	13-->17	23.3
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	47.1		
	17IS	65.6	13-->17	18.5
Extreme Rural	13	51.9		
	17IS	72.0	13-->17	20.0
Small City	13	50.2		
	17IS	77.5	13-->17	27.4
Medium City	13	55.8		
	17IS	78.4	13-->17	22.6
Rest Of Big City	13	52.6		
	17IS	77.3	13-->17	24.7
Suburban Fringe	13	56.2		
	17IS	82.6	13-->17	26.5
Extreme Aff Suburb	13	64.1		
	17IS	86.0	13-->17	21.8



Exercise 835 -- Ages 13 and 17

Objective V: Make judgments concerning what is read.
Subobjective C: Make judgments about a work on the basis of what is found in the work itself.

About 55% of the 13-year-olds and 78% of the 17-year-olds recognized that Passages II and III were written from a personal point of view. For every two 13-year-olds who could not determine which paragraphs were personal, only one 17-year-old could not do so.

Exercise 838 -- Ages 13 and 17

Read the poem and answer the question which follows it.

My body a rounded stone
with a pattern of smooth seams.
My head a short snake,
retractive, protective.
My legs come out of their sleeves
or shrink within,
and so does my chin.
My eyelids are quick clamps.

My back is my roof.
I am always at home.
I travel where my house walks.
It is a smooth stone.
It floats within the lake,
or rests in the dust.
My flesh lives tenderly
inside its home.*

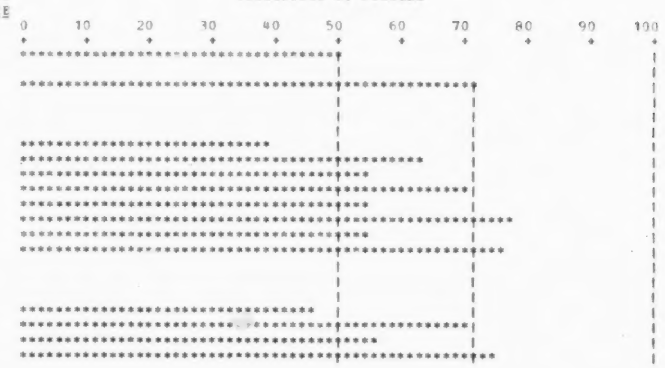
Nat'l % Choosing Each Answer		Which word BEST describes the speaker in the poem?
Age 13	Age 17	
16.5%	9.6%	○ Confused
50.3%	72.0%	● Contented
5.8%	0.8%	○ Excited
13.4%	8.1%	○ Restless
9.9%	6.5%	○ Unhappy
3.4%	2.7%	○ I don't know.
0.9%	0.3%	No response

*To Mix With Time, May Swenson, reprinted by permission of Charles Scribner's Sons.

T12 13 3/1 02*X838012 R02000C0 13 17
S05 11 3/1 02*X838012 R02000C0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

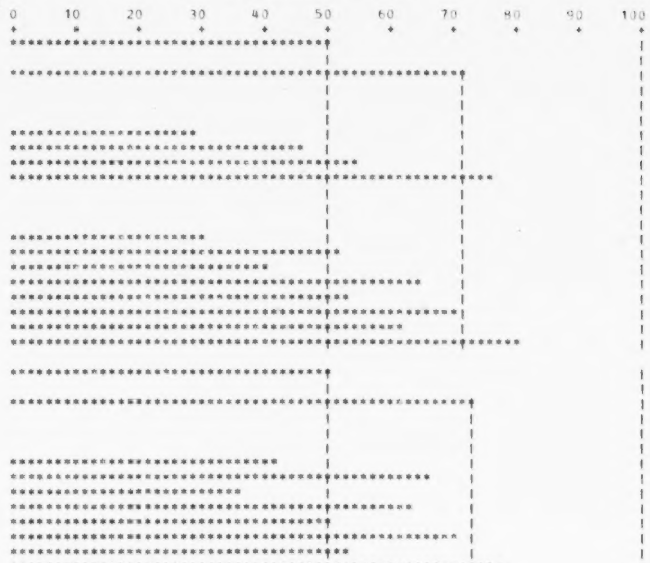
	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	13	50.3		
NATIONAL	17	72.0	13-->17	21.7
REGION				
Southeast	13	38.0		
	17	62.2	13-->17	24.3
West	13	53.7		
	17	69.8	13-->17	16.1
Central	13	54.0		
	17	76.6	13-->17	22.6
Northeast	13	54.3		
	17	75.6	13-->17	21.3
SEX				
Male	13	45.3		
	17	69.5	13-->17	24.2
Female	13	55.2		
	17	74.2	13-->17	19.0



T12 13 3/1 02*X838012 R02000C0 13 17
S05 11 3/1 02*X838012 R02000C0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	13	50.3		
NATIONAL	17	72.0	13-->17	21.7
COLOR				
Black	13	29.0		
	17	45.1	13-->17	16.1
White	13	54.1		
	17	75.3	13-->17	21.3
PARENTAL EDUCATION				
No High School	13	30.6		
	17	51.5	13-->17	20.9
Some High School	13	40.3		
	17	63.7	13-->17	23.4
Graduated High Sch.	13	52.6		
	17	70.0	13-->17	17.4
Post High School	13	61.3		
	17	80.3	13-->17	19.1
NATIONAL	13	50.3		
NATIONAL	17IS	73.2	13-->17	22.8
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	41.4		
	17IS	65.4	13-->17	24.0
Extreme Rural	13	36.0		
	17IS	62.9	13-->17	26.9
Small City	13	49.5		
	17IS	70.4	13-->17	20.9
Medium City	13	53.1		
	17IS	76.5	13-->17	23.4
Rest Of Big City	13	53.1		
	17IS	80.1	13-->17	27.0
Suburban Fringe	13	53.0		
	17IS	72.6	13-->17	19.6
Extreme Aff Suburb	13	61.2		
	17IS	81.4	13-->17	20.1



Exercise 838 -- Ages 13 and 17

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

In Exercise 838, students are asked to describe the persona in the poem "Rounded Stone." Fifty percent of the 13-year-olds and 72% of the 17-year-olds were able to do so. For every five 13-year-olds who could not describe the persona, three 17-year-olds could not.

Exercise 839 -- Ages 13, 17 and Adult

Read the passage and answer the question which follows it.

We can't be satisfied with a static culture. There's work to be done if we're to survive. To stand still would be to perish. The discrepancy between man's technical power and the wisdom with which he uses it has grown conspicuously wider year by year. We become aware of it when an atomic bomb blasts an open gulf, but the separation has gone on steadily for a long time. It's no solution to put the brakes on science until man's wisdom and responsibility catch up. As frightening as it may seem--as mad as it may seem to the contemplative soul--science must go on. We can't put our rockets and our atomic piles in museums like the locomotives in Erewhon. But we must build men up to the same level. We can't retreat, but we must straighten our lines. We must reinforce the weak sectors--the behavioral and cultural sciences. We need a powerful science of behavior.*

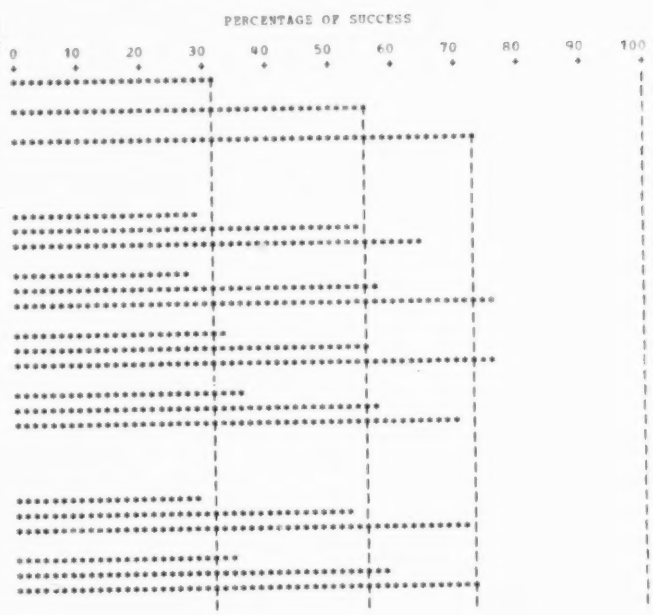
Nat'l % Choosing Each Answer			The tone of the speaker is which of the following?
Age 13	Age 17	Adult	
10.7%	13.5%	11.8%	○ Cynical
31.2%	56.0%	72.3%	● Earnest
15.1%	11.7%	4.0%	○ Ironical
9.4%	4.0%	2.3%	○ Sentimental
9.6%	5.7%	2.7%	○ Witty
21.0%	8.7%	5.7%	○ I don't know.
3.1%	0.3%	1.3%	No response

*Walden Two, B.F. Skinner, reprinted by permission of the Macmillan Company.

T13 07 3/1 02*X839012 R02000C0 13 17 A
S08 10 3/1 02*X839012 R02000C0 13 17 A
A02 08 3/1 02*X839012 R02000C0 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	13	31.1		
	NATIONAL	17	56.0	13-->17	24.9
	NATIONAL	Ad	72.3	17-->Ad	16.2
				13-->Ad	41.1
REGION					
	Southeast	13	27.9		
		17	53.7	13-->17	25.8
		Ad	64.7	17-->Ad	10.9
				13-->Ad	36.8
	West	13	27.4		
		17	56.7	13-->17	29.3
		Ad	76.3	17-->Ad	19.6
				13-->Ad	48.9
	Central	13	33.5		
		17	56.4	13-->17	22.9
		Ad	76.1	17-->Ad	19.7
				13-->Ad	42.6
	Northeast	13	35.7		
		17	57.1	13-->17	21.4
		Ad	69.7	17-->Ad	12.6
				13-->Ad	34.0
SEX					
	Male	13	27.9		
		17	53.3	13-->17	25.4
		Ad	71.1	17-->Ad	17.8
				13-->Ad	43.2
	Female	13	34.0		
		17	58.8	13-->17	24.8
		Ad	73.4	17-->Ad	14.6
				13-->Ad	39.4



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508 10  3/1  02*X839012 R02000C0                    13 17 A
502 08  3/1  02*X839012 R02000C0                    13 17 A
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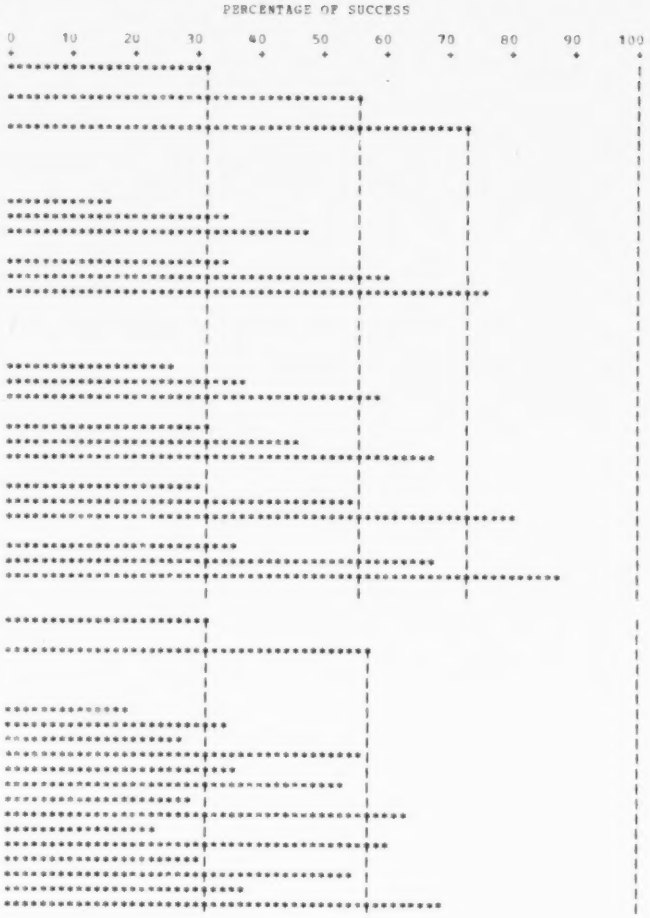
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	13	31.1		
NATIONAL	17	56.0	13-->17	24.9
NATIONAL	Ad	72.3	17-->Ad	16.2
			13-->Ad	41.1
COLOR				
Black	13	15.3		
	17	33.6	13-->17	18.3
	Ad	47.5	17-->Ad	13.9
			13-->Ad	32.2
White	13	33.9		
	17	59.7	13-->17	25.8
	Ad	76.1	17-->Ad	16.3
			13-->Ad	42.1
PARENTAL EDUCATION				
No High School	13	26.2		
	17	37.0	13-->17	10.8
	Ad	58.5	17-->Ad	21.5
			13-->Ad	32.3
Some High School	13	32.1		
	17	46.3	13-->17	14.2
	Ad	66.8	17-->Ad	20.4
			13-->Ad	34.6
Graduated High Sch.	13	30.2		
	17	54.8	13-->17	24.6
	Ad	80.0	17-->Ad	25.1
			13-->Ad	49.7
Post High School	13	36.4		
	17	66.8	13-->17	30.4
	Ad	86.9	17-->Ad	20.1
			13-->Ad	50.5
NATIONAL	13	31.1		
NATIONAL	17IS	56.5	13-->17	25.4
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	18.7		
	17IS	34.3	13-->17	15.7
Extreme Rural	13	27.5		
	17IS	55.6	13-->17	28.1
Small City	13	35.0		
	17IS	53.5	13-->17	18.4
Medium City	13	28.5		
	17IS	63.3	13-->17	34.8
Rest Of Big City	13	23.4		
	17IS	60.4	13-->17	37.1
Suburban Fringe	13	30.5		
	17IS	54.4	13-->17	23.9
Extreme Aff Suburb	13	36.9		
	17IS	68.4	13-->17	31.6



Exercise 839 -- Ages 13, 17 and Adult

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

Each age group shows a significant improvement over younger groups in answering this question about the tone of a passage by B. F. Skinner. About 31% of the 13-year-olds, 56% of the 17-year-olds and 72% of the adults correctly identified the tone as earnest. For every seven 13-year-olds unable to answer the question correctly, only three adults were unable to do so.

Exercise 840 -- Ages 13, 17 and Adult

Read the poem and answer the question which follows it.

My body a rounded stone
with a pattern of smooth seams,
My head a short snake,
retractive, protective.
My legs come out of their sleeves
or shrink within,
and so does my chin.
My eyelids are quick clamps.

My back is my roof.
I am always at home.
I travel where my house walks.
It is a smooth stone.
It floats within the lake,
or rests in the dust.
My flesh lives tenderly
inside its home.

Nat'l % Choosing Each Answer				
Age 13	Age 17	Adult		What is one method the poet uses to attract the reader's interest?
7.3%	3.6%	3.2%	○	The dramatic outcome
46.0%	52.9%	52.6%	●	An unusual point of view
17.4%	17.9%	16.5%	○	Scientific detail about nature
8.9%	5.3%	8.0%	○	The use of regular rhymes and rhythms
14.5%	14.5%	12.5%	○	The relationship between the characters.
5.7%	5.2%	6.2%	○	I don't know.
0.4%	0.6%	1.0%		No response

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Z13 12  3/1  02*X840012 R02000C0                    13 17 A
S03 07  3/1  02*X840012 R02000C0                    13 17 A
A05 07  3/1  02*X840012 R02000C0                    13 17 A
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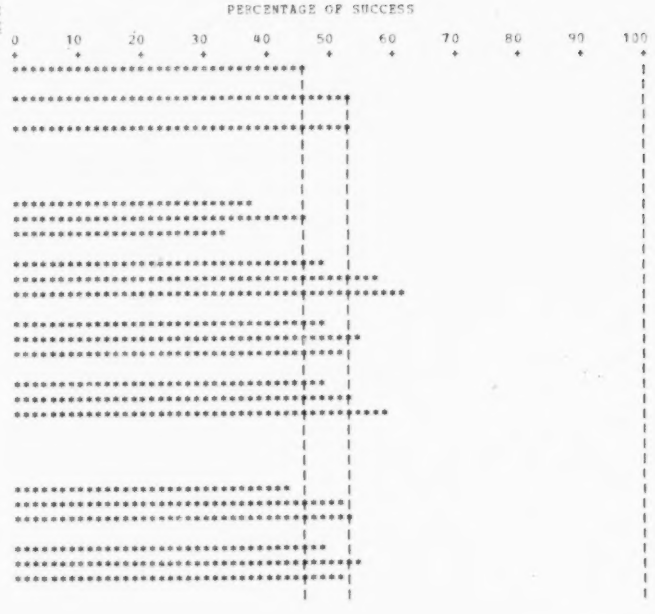
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	13	46.0		
	NATIONAL	17	52.9	13-->17	7.0
	NATIONAL	Ad	52.6	17-->Ad	-0.3
				13-->Ad	6.6
REGION					
	Southeast	13	37.3		
		17	46.0	13-->17	8.7
		Ad	32.4	17-->Ad	-13.6
				13-->Ad	-4.9
	West	13	48.4		
		17	57.2	13-->17	8.8
		Ad	61.6	17-->Ad	4.4
				13-->Ad	13.2
	Central	13	48.7		
		17	54.7	13-->17	6.1
		Ad	51.3	17-->Ad	-3.4
				13-->Ad	2.7
	Northeast	13	49.0		
		17	52.2	13-->17	3.2
		Ad	58.2	17-->Ad	6.0
				13-->Ad	9.2
SEX					
	Male	13	43.6		
		17	52.1	13-->17	8.5
		Ad	53.1	17-->Ad	1.0
				13-->Ad	9.6
	Female	13	48.1		
		17	53.7	13-->17	5.7
		Ad	52.1	17-->Ad	-1.7
				13-->Ad	4.0



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T13 12  1/1  02*X890012 R0200C0                    13 17 A
S03 37  1/1  02*X890012 R0200C0                    13 17 A
A05 37  1/1  02*X890012 R0200C0                    13 17 A
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NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	13	46.0		
NATIONAL	17	52.9	13-->17	7.0
NATIONAL	A5	52.6	17-->A5	-0.3
			13-->A5	6.6
RACE				
Black	13	28.4		
	17	26.9	13-->17	-1.5
	A5	30.4	17-->A5	2.0
			13-->A5	0.5
White	13	48.7		
	17	56.3	13-->17	7.6
	A5	55.5	17-->A5	-0.8
			13-->A5	6.9
PARENTAL EDUCATION				
No High School	13	36.6		
	17	37.2	13-->17	0.5
	A5	40.3	17-->A5	3.1
			13-->A5	3.7
Some High School	13	35.5		
	17	25.7	13-->17	10.2
	A5	48.2	17-->A5	2.6
			13-->A5	12.7
Graduated High Sch.	13	46.1		
	17	51.2	13-->17	4.9
	A5	54.2	17-->A5	3.0
			13-->A5	7.9
Post High School	13	58.5		
	17	62.2	13-->17	7.8
	A5	71.8	17-->A5	9.6
			13-->A5	17.4
NATIONAL	13	46.0		
NATIONAL	17IS	53.4	13-->17	7.5
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	32.2		
	17IS	43.5	13-->17	11.3
Extreme Rural	13	40.9		
	17IS	49.7	13-->17	8.8
Small City	13	45.0		
	17IS	54.2	13-->17	9.2
Medium City	13	43.1		
	17IS	49.6	13-->17	6.5
Rest Of Big City	13	43.5		
	17IS	54.2	13-->17	10.7
Suburban Fringe	13	47.8		
	17IS	57.0	13-->17	9.6
Extreme Aff Suburb	13	58.1		
	17IS	59.0	13-->17	0.8

Exercise 840 -- Ages 13, 17 and Adult

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

Results for Exercise 840, which requires understanding how the poet attracted the reader's attention in "Rounded Stone," show no significant differences between the three age levels. About 46% of the 13-year-olds and 53% of the 17-year-olds and adults recognized that the unusual point of view (that of a turtle) was used to attract attention.

Exercise R41 -- Ages 13 and 17

Read the story and answer the question which follows it.

In the past, flies were a lot bigger than they are now. My father used to throw rocks at them. My grandfather used to shoot them with a gun. And my great-grandfather told me that it used to take five men, a dog, two horses and sixteen cats to drag a single fly out of the kitchen.

Nat'l % Choosing Each Answer — Which explanation tells BEST how the writer makes this story funny?

Age 13	Age 17		
9.0%	4.6%	○	By using humorous sentence structure
74.5%	71.0%	●	By exaggerating the size of the flies
9.6%	10.7%	○	By putting the events in some part time so the story becomes unreal
5.0%	5.6%	○	By making the last sentence of the paragraph much longer than the rest
1.0%	0.9%	○	I don't know.
0.1%	0.5%		No response

[illegible] 16 A/1 02*8861052 8020002 — 13 17
197 17 A/1 02*8861052 8020002 — 13 17

[illegible] AND GROUP PERCENTAGES OF SUCCESS

		[illegible]	PERCENTAGE OF SUCCESS	[illegible]	[illegible]	PERCENTAGES OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
	[illegible]	13	94.5			
	[illegible]	17	95.0	13-->17	0.5	
[illegible]						
	Southeast	13	71.1			
		17	76.2	13-->17	5.0	
	East	13	72.6			
		17	73.5	13-->17	1.0	
	Central	13	75.3			
		17	77.3	13-->17	2.0	
	Northeast	13	79.0			
		17	76.8	13-->17	-3.2	
[illegible]						
	Male	13	73.5			
		17	73.0	13-->17	-0.5	
	Female	13	75.4			
		17	78.7	13-->17	3.3	

[illegible] 13 17
[illegible] 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
[illegible]	13	74.5		
[illegible]	17	75.8	13-->17	1.3
[illegible]				
Black	13	56.6		
	17	66.3	13-->17	9.7
White	13	77.7		
	17	77.3	13-->17	-0.3
[illegible]				
[illegible]	13	66.8		
	17	78.1	13-->17	7.3
[illegible]	13	71.8		
	17	70.8	13-->17	-0.6
[illegible]	13	75.1		
	17	76.5	13-->17	1.3
[illegible]	13	81.2		
	17	79.1	13-->17	-2.1
[illegible]	13	74.5		
[illegible]	17IS	76.7	13-->17	2.1
[illegible]				
[illegible]	13	59.9		
	17IS	66.6	13-->17	6.7
[illegible]	13	68.6		
	17IS	79.1	13-->17	10.5
[illegible]	13	75.3		
	17IS	78.2	13-->17	2.9
[illegible]	13	76.2		
	17IS	77.7	13-->17	1.5
[illegible]	13	81.2		
	17IS	78.8	13-->17	-2.4
[illegible]	13	74.7		
	17IS	74.8	13-->17	0.1
[illegible]	13	79.0		
	17IS	78.4	13-->17	-0.7

PERCENTAGE OF SUCCESS

0 10 20 30 40 50 60 70 80 90 100

Exercise 841 -- Ages 13 and 17

Objective II: Analyze what is read.
Subobjective C: See the techniques by which the author has created his effects.

About three quarters of both the 13-year-olds and the 17-year-olds recognized that the exaggerated size of flies helps make the passage funny. None of the other suggested answers was especially attractive to either age group.

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